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ABSTRACT

This is the first of four reports in The Urban Community College Project Series. The report is based on the evaluation of Peralta College's Inner City Project through eight broad questions concerning the project's effectiveness as an agent of change. Most of the questions deal with outcomes that, it was initially hoped, would result from the project. The programs of urban outreach are: student service corps; community development centers; an enrichment program; and a scholarship program. It is suggested that community action must really be community-based to succeed. A program cannot be bound to pre-conceived ideas or plans of action. Among the significant impacts of the project on the college are: expansion of adult education programs; greater ethnic balance in staffing; less bureaucratic procedures in areas such as registration; and revised credential requirements that stress community experience rather than academic training. As the college reached out, community attitudes and awareness of the college's service role changed. Among project weaknesses are: less-than-expected success in instigating new community leadership; early mistakes in delegation of responsibility; and failure to specify researchable questions by which to evaluate the project. Twelve recommendations are discussed. Other community colleges considering outreach programs can look to the Inner City Project as a partial model. (CA)

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THE PERALTA COLLEGES

INNER-CITY PROJECT

A Demonstration Project

Supported By

The Office of Economic Opportunity
with the Cooperation of
The American Association of Junior Colleges

Report Prepared by Paul A. Elsner;
Edited by R. Frank Mensel and Shirley A. Perry

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LOS ANGELES, CALIFORNIA
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TABLE OF CONTENTS

ACKNOWLEDGEMENTS ii

FOREWORD iii

INTRODUCTION viii

I. ORIGIN AND EVOLUTION OF THE PROJECT 1

A Demonstration Project 4

The Integration Process 8

Current Organizational Structure 16

The Current Commitment 17

II. THE EVALUATIVE QUESTIONS 19

Changes Within the Institution 19

Changes in Personnel Policies and Procedures 23

Changes in the Community 26

The Clientele 30

The Target Areas 32

A Model for Future Programs 34

Strengths of the Inner City Project 35

Weaknesses of the Inner City Project 39

Recommendations for the Future 45

III. SUMMARY 50

APPENDICES 53

A. The Community College and the Inner City Proposal . . . 54

B. Job Descriptions 69

B-1 Development Center Instructional Advisor 69
B-2 Development Center Project Officer 71

C. Organizational Plan for the Peralta Inner City Project 73

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Paul A. Elsner
Director of Educational Services

The Peralta Colleges

F O R E W O R D

When is a community college really a community college?

The Peralta Colleges, the community colleges of Oakland, Berkeley, and other California cities, would almost surely answer that question differently today than they would have two years ago when the Inner City Project was getting off the ground.

Peralta's Inner City Project has been one of the four demonstration projects conceived by the colleges themselves in cooperation with the Office of Economic Opportunity, and the American Association of Junior Colleges, and underwritten by the OEO. The projects all were designed with a common thrust -- to prove the capacity of the community colleges as "agents for change" in the urban environment. The Peralta Colleges, like the others, were indeed chosen because they were and are urban community colleges.

The Inner City Project, has been, in both dollar commitments from the OEO and in the scope and variety of activities, the largest of the demonstration projects. And partly for this reason, it has been the toughest to evaluate.

Still, if the Project's central thrust was to enlarge the college in the community sense -- to open its services to the larger and often alienated constituency, and in the process, to spur both the

community and the college itself to change -- than the Project in Oakland has been a distinct success.

Change for the community as a whole, traceable to the Project, might be difficult to document, in any kind of objective terms. But the Colleges themselves have changed through their participation in the Project. This should be abundantly clear to anyone who scans this Report.

The outlook of the administration and staff has changed. And various college programs have changed -- from less bureaucratic registration to work-study placements in the Inner City. New services have sprung from the Project, and will become more or less traditional functions of the Colleges over the long pull. Some of the existing programs have been modified in content and approach by the pressures of the Project's very presence. Ethnically relevant course offerings were added or expanded. Racially integrated staffing fostered new personal attitudes and relaxation of solely academic-preparation-"credentialism."

Anyone close to the Project for any length of time (and this applies to all four demonstration projects that comprised the so-called OEO/AAJC Urban Community College Project) could see the direct impact on the lives of almost everyone connected with it. Much more intangible is the impact on the institutional structure and the community structure. Nevertheless, the colleges have been changed by the Inner City Project because they have learned from it, as this Report will attest.

Another approach towards an albeit subjective evaluation of the Inner City Project is the application of a definition of the <u>maximal</u>

community services mission of a community college to the Peralta Colleges.

To quote Raines and Myran:[1]

> As a center for the study of changing community educational needs, it (the viable community services program) will be a valuable source of information both for the college and the community. As an initiator of curricular innovation, it will provide short term programs to meet emerging needs which may spin off into formal programs within the colleges as the need stabilizes. It will serve a "gatekeeper" function, expanding services into new but selected areas of the community. It may become a social advocate, playing the role of persuader in terms of community issues. There will be risk involved, since taking a stand on issues may bring the college into conflict with certain community groups. But it would do this in its role as an agent of change in the community, coordinating change efforts when it can..... Community services will become a communications link between the college and the community, bridging the various social systems through personal contacts in the community. Through consultation and coordination, it can strengthen the functions of community organizations and improve the services they provide. And it will facilitate the involvement of the entire college faculty in contributing to improved services in the community.

Even with the grandioseness of this definition, the Peralta Colleges are on the way.

Let us look now at the less optimistic side of the Inner City Project. There was an obvious need to better communicate the purpose and aims of the project to both the college personnel and the community itself.

The instigators took too much for granted about the groups they meant to serve. And despite the persistent goodwill efforts of the administrators, the Project never entirely outgrew this communications gap.

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[1]Raines, Max R. and Myran, Gunder A. "Community Services: A University-Community College Approach." Junior College Journal, October, 1970: p. 49.

A second communications gap partly predicated upon organizational structure was the internal one within academic and administrative components of each participant community college, and further between each college and the district office.

The lesson in all this is simply that any institution that wants to extend its service base and help groups not yet served must start not with an idea, or a preconceived plan of action, but with the target groups themselves. Their participation is vital in the planning as well as implementation stages.

Perhaps the Peralta colleges should have each started with a survey -- first to try to see themselves through the eyes of the unserved constituents they wanted to reach, and through them to also identify needs that could be met by post-secondary services.

The Peralta experience perhaps also suggests that for the college seeking to embrace the community previously unserved there is no halfway house. You can't make the students from that community feel experimental -- as if they might be guinea pigs in some new establishment scheme. If they are invited to try college socially and academically, it will be productive only if they feel that they are really <u>in college</u>. And they get that feeling, of course, from a wide range of perceptions. You don't embrace the unserved publics by keeping them at arm's length, by putting them in satellite operations. Reading between the lines of this Report, it appears that the Peralta Colleges began "learning" these concepts as their outreach efforts evolved.

A final thought in justification of the ambitiousness of the Peralta Colleges Inner City Project and the somewhat equivocal results obtained as the Project progressed. Often what appears to be significant strides forward in one domain are perceived as threats in another domain until the institutional system or community structure has adjusted to these intrusions into the status quo.

In sum, again to quote Raines and Myran, the Inner City Project has demonstrated one format "instrumental in restoring our faith that institutions of higher learning are humanely concerned with the development of the individual and the community in which he lives."[2] Expanded educational opportunity for the inner city community of Oakland is a certain outcome of the Project. So is change in at least some community patterns and relationships. We are yet too close in time to the Project's primary phases to either measure or anticipate the full payoff. It would be interesting -- and hopefully satisfying -- to look back a decade from now and try to pinpoint innovations in the Colleges and the community that might be traced to the Project. In the meantime, the Colleges in fact have moved closer to the community; they have proven themselves as "agents for change" as they have asserted themselves in that role.

Frank Mensel

Coordinator of the Urban
Community College Project
American Association of Junior Colleges

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[2] Ibid., p. 49

INTRODUCTION

This report attempts to evaluate the Peralta Colleges Inner City Project. It reflects an administrative viewpoint -- from those directly and indirectly responsible for the administration of the program. The evaluators attempted to keep the report format simple.

In the spring of 1970, the major administrators of the Peralta Colleges Inner City Project met to discuss what steps would be appropriate to derive a meaningful evaluation of the project. The evaluation group attempted to generate eight broad critical questions concerning the Inner City Project's effectiveness as an agent of change. While responses to these questions were to reflect as many viewpoints as possible, the principal respondents were the major administrators in consultation with the staff members of the Project. These critical questions, which addressed specific features of the original proposal, were considered important enough to provide the format of this report. Most, but not all, of these questions deal with the outcomes that were initially hoped to be potential results of the Inner City Project:

Question 1: Changes Within the Institution

What changes have taken place in the internal arrangement of the colleges in attempting to serve new clientele of the Inner City Project?

Question 2: The Inner City Project's Effect on Personnel, etc.

Specifically, has the Inner City Project affected the personnel policies and procedures of the Peralta Colleges?

Question 3: Changes Within the Community

What changes have taken place in the community as a result of the Inner City Project?

Questions 4: The Inner City Project's Effect on the Clientele

What effect has the Inner City Project had on the clientele the project was designed to serve, particularly in relationship to (a) emerging patterns of leadership; (b) the Inner City Project's effect on community organizations; (c) contributions that community groups have made to the program; (d) new awareness of opportunity; (3) changes in attitude about the college community services programs as a result of the creation of the Inner City Project?

Questions 5: The Inner City Project's Effect on the Target Areas

Has communication improved with the constituencies of the target areas served by the Inner City Project?

Question 6: The Inner City Project as a Model for Future Programs

Does the Inner City Project have special features that have broader applications as a model of community outreach programs in the nation's community college movement? Has such a model emerged as a result of the Inner City Project?

Question 7: Strengths of the Inner City Project

What are the essential strengths of the Inner City Project? What special features should be preserved and adapted to the on-going college program? What special experiences can be generalized that can effect the on-going administration of the college programs or similar outreach programs?

Question 8: Weaknesses of the Inner City Project

What have been the essential weaknesses in the Inner City Project? What special features should be avoided or preserved in the development of similar types of outreach programs?

Question 9: Recommendations for the Project's Future at the Peralta Colleges

What are the specific administrative recommendations for the program for the next three years? What specific changes from the administrative point of view should be recommended in the immediate months ahead?

In addition to responses to these questions, a collective synopsis of which provide the substantive format (Part II) for this Report, a special section dealing with the origin and the evolution of the Inner City Project has been included in this Report (Part I).

Also, it should be mentioned that the Inner City Project has been evaluated from several points of view. Currently, a national study conducted by the Center for Research and Development of Higher Education, University of California, Berkeley, under the coordination of Dr. Ernie Palola is assessing the Peralta Colleges Inner City Project. One of the principal questions raised in Dr. Palola's study involves how multi-campus community colleges respond to the needs of the disadvantaged. The relationship between disadvantaged populations and complex urban multi-campus districts has been of concern in Miami, St. Louis, Chicago, and other large cities. An interim appraisal conducted by the Department of Education, University of California at Berkeley, under the direction of Dr. Dale Tillery also attempted to evaluate the Inner City Project. This latter evaluation

was particularly helpful to this writer in understanding the historical development of the Inner City Project. Dr. Tillery's evaluation team responded to an invitation by the American Associates of Junior Colleges to conduct a developmental evaluation of the Inner City Project. At the time of the interim appraisal, the Inner City Project had been in operation one year. The team advisedly expressed many reservations about making such an early initial appraisal. However, their report dealt frankly and candidly with many of the early organizational problems of the Inner City Project. As a result, the interim appraisal has been valuable as a historical document. In addition, the Project has been monitored by the Washington staff, Office of Economic Opportunity, as well as staff from the American Association of Junior Colleges. Several minor progress reports have been submitted to OEO officials. Also, OEO monitors have visited the Inner City Project on several occasions and have filed briefs concerning the Inner City Project's development and progress.

I

ORIGIN AND EVOLUTION OF THE PERALTA COLLEGES INNER CITY PROJECT

In the spring of 1967 the Peralta Colleges, namely Laney and Merritt, submitted an ambitious proposal setting forth the basic components of the Inner City Project. The proposal, prepared in consultation with the U.S. Office of Economic Opportunity and the American Association of Junior Colleges, stated that the Peralta Colleges were uniquely qualified to demonstrate the effectiveness of the community colleges in the inner city. The proposal noted that the Peralta Colleges are themselves a result of urbanization, the colleges having been created by voters in Oakland and other neighboring communities all of which constitute complex urban settings. The proposal went on to elaborate that in the inner city many people have become alienated from our society's institutions. Often residents of the inner city are victims of urban institutions rather than recipients of the services. The authors of the original proposal state:

> In the deep ghettos of East and West Oakland there is a loss of community identity which has engendered a mood of desperate hostility which has already begun to express itself in acts of violence and destruction. This ghetto malaise is threatening to spread to low-income areas out of the ghetto wherever there are large concentrations of the poor whether they be Negro, Spanish-speaking or Caucasian.

While a number of agencies were cited whose primary function is to alleviate alienation, the proposal was explicit in stating that many of our poverty agencies and self-help programs further undermine the individual's sense of being a part of any community. The proposal goes on to say that:

> ...such programs are effective in salvaging individual victims of poverty and prejudice by providing them with the skills and opportunities for a fuller, more productive life -- away from the inner city. They are sadly lacking, however, in the development of the kind of community pride and resourcefulness required to change the nature and quality of life for those who remain in the inner city.

The proposal thus reflects the spirit in which the Inner City's Project proposal was made. The goals and features of the Peralta Colleges Inner City Project are clearly described in the proposal which included these four basic elements:

1. A student service corps to carry on a work-study service program of community outreach development and service in the inner city itself.

2. Community Development Centers to provide educational and counseling services in the inner city. The Centers would also serve as a focal point for workshops and other programs to be initiated in a later phase of the project. They would also facilitate the supervision and administration of the activities of the student service corps.

3. An enrichment program to provide workshops in art, music, and drama to be supplemented by recreational, social, cultural, and educational experiences at block, neighborhood, and community levels.

4. A scholarship system project to provide financial assistance in the inner city for those who wish to attend college to prepare themselves for careers in public service.

The reader's attention is directed to pages 57-61 of Appendix A for a detailed description of the purpose and operation of these four elements.

In addition, the following has been extracted from an addendum to the original proposal. This addendum is quoted in its entirety since it adequately describes the essential features of the Peralta Colleges Inner City Project.

The Peralta Colleges Inner City proposal is designed to demonstrate ways in which the community college may effectively disperse its services and programs into the inner city to develop there a new sense of community identity, participation, and involvement. The project was undertaken at the request of the American Association of Junior Colleges.

Included in the proposal are educational experiences which would include special courses in effective community participation as well as courses and workshops related to cultural enrichment. Community participation courses would include those related to the social, economic, and political problems which residents of the inner city face as a part of their everyday lives. A special emphasis will be placed on the problems of the family in the inner city. Such courses will include basic economics with an emphasis on budget skills, and political problems with an emphasis on how residents of the inner city can effectively organize to present their grievances and needs to political agencies in the community.

Advisory Committee

An advisory committee will be appointed for the inner city project. This committee shall consist of 20 members. Each target area advisory committee will appoint three members of the project advisory committee, two of whom must meet the poverty critieria established by the Oakland Economic Development Council.

Personnel Selection

Two personnel selection committees will be appointed to select the staff for the Laney College and Merritt College phases of the project. These committees shall include eight members each--four of the members of each committee will be appointed by OEDC and four members will be appointed by the Peralta Colleges.

Job specifications and requirements for all positions in the project will be established by the Peralta Colleges in keeping with the requirements of the project and the State Educational Code.

Student Service Corps

The project will provide an opportunity for 100 to 120 students from the four target areas to work part time while pursuing their education. These students will be selected according to established work-study criteria and will be paid on a rate of from $1.50 to $2.00 an hour, depending on their experience, background, and economic need.

These students will be assigned to work with existing organizations in the target areas which can provide adequate supervision. These organizations shall be either nonprofit or public agencies, or organizations with 51% of their membership drawn from among the poor.

Students would also be assigned to develop cooperative ventures among residents of the target areas. ("Cooperative ventures" should not be construed to mean the development of new organizations).

Community Development Centers

The establishment, location, and role of community development centers (one in target areas A and B, and one in target areas C and D) will be determined by the project advisory committee.

Scholarship Subsistence Project

Thirty students, inner city residents from the target areas of Oakland, will receive scholarshipswhile enrolled at the colleges as full time students. These scholarhsips will provide $125 per month for a period of two semesters (36 weeks), and are intended to encourage target area residents' academic study in public or social service programs.

The Inner City Project presently maintains the features outlined above; however, many of the services enumerated in the proposal, namely the development centers and conceptually the enrichment program and student service corps, have now been integrated into the normal functions of the colleges, as the next section will discuss.

A Demonstration Project

Essentially the project was to be part of a nation-wide program to test the capability of two-year community colleges to develop programs to meet the needs and problems of the inner city poor. In response to the AAJC invitation to submit an OEO research and demonstration project, a proposal committee was formed. Members of the committee were Mr. Thomas F. Cottingim, Administrative Assistant to the Chancellor, Peralta Community College District; Richard A. Ricca, Office of Community Services, Laney College; Dr. Doris Meek, Office of Instruction at Merritt

College; and Mrs. Elsa Bogosian, Instructor-Counselor, Merritt College. In addition to the guidelines and criteria generally structured by the Office of Economic Opportunity and the American Association of Junior Colleges, the Proposal Committee set out to respond to a proposal framework set down by the AAJC and the OEO. The Proposal Committee recognized at the outset that a program conducted by more than one college must allow for differences in curriculum and resources at the two institutions as Laney and Merritt Colleges reflect different institutional characteristics. Yet, it subsequently became evident that the respective capabilities and resources of Laney College and Merritt College were not given sufficient consideration in the planning stage of the proposal. Merritt College, for example, already enjoyed a well-developed social services curriculum involving students in field work experience in the community. In addition, Merritt College was involved in community outreach programs and had considerable success in bringing disadvantaged students to its campus. Further, Merritt College has a long-established tradition of community involvement, a full community services program, and the development of a relevant curriculum such as its early work in Afro-American Studies. On the other hand, the Inner City Proposal represented a dramatic new thrust for Laney College, offering an exciting way to become meaningfully involved in the community.

Members of the Proposal Committee were expected to work with faculty and staff at each campus and with representatives of the community in developing the proposed project. After a series of preliminary meetings, Mr. Cottingim and Mr. Ricca were given the responsibility for

writing the proposal, which included the basic elements outlined earlier. Since the program was to be a community project, it was recognized that individuals from the community should be involved in the conceptualization and planning. Although, perhaps unfortunately, the community was not approached on an organized basis initially, individuals who have lived and worked in the target area communities were consulted on a regular basis. It became apparent, however, as the possibility of federal funding became more real, that organized community groups would have to be involved in a review process of the Project with a view to obtaining final approval from select segments of the community.

Community groups representing the target areas were to be provided an opportunity to modify the proposal in whatever way necessary to assist in its acceptance by OEO officials. Ultimately such a modification resulted in the inclusion of formal community participation as a significant element of the project. An advisory committee was created to provide advice and counsel on a regular basis. A personnel screening committee with minority representation from the community was also established. These latter features were felt to be innovative for community colleges attempting to reach a clientele in the inner city. Although such involvement has long been a part of other poverty agency approaches, negotiations with the community lasted several months. At the outset, all members of the Proposal Committee were involved in presenting the program for review to various community groups. This committee encountered anger and hostility because of the lack of community involvement in the planning and writing process. In an earlier attempt to repair this

breach, actual negotiations were handled unilaterally by the Peralta Colleges District office. As a result college representatives on the Proposal Committee began to develop a sense of alienation from the Project. At Merritt College, particularly, the proposal was viewed as a district project which was being imposed upon the college. This attitude was reinforced by the decision to administer the project from the district level. The interim appraisal report, alluded to earlier, elaborates on these attitudes and early perceptions. Apparently, much misunderstanding arose over this initial organizational structure, which appeared to involve only the various Project staff members. While the needs for centralization are obvious, there existed concern for maintaining college autonomy. Natural competition between the two colleges also created serious problems for the operation of the project. Some of the negative attitudes resulting from the earlier organizational pattern are still felt in the current operation of the program. Needless to say, the organizational structure needed greater clarification, based on broader campus involvement, in the initial stages of the project.

The interim evaluation report submitted by the University of California describes the program as highly ambitious. In one paragraph the interim appraisal states as the major project goals

> ...to extend the colleges' resources more into the inner city via an idea, the Inner City Project via a community paid staff; via the four major components -- the student service corps, the community development centers, the cultural enrighment program, scholarship subsistence program via Office of Economic Opportunity Programs, college in-kind contributions and support, and coordination from

> the American Association of Junior Colleges. The proposal's intent was to bring about more awareness among the residents in the community about the community college and the resources it has available; to make the colleges' program more relevant to the inner city's needs; and, finally, to provide a long-range plan to redirect those participating in the program back to the college campus.

It is difficult to be critical when all of the Project's objectives are taken into consideration. It was an ambitious project, indeed.

In sum, the Inner City Project was conceived initially in the Spring of 1967, was refined considerably but not perfectly during 1967, received funding from OEO in the summer of 1968, and became operational with its Inner City Demonstration Project identity in Autumn, 1968.

The Integration Process

On December 1, 1969, the Peralta Colleges district[1] staff met with principal members of the administrative staff, the presidents of both Laney and Merritt Colleges and various Inner City staff to work out a plan of full integration of the Inner City program with the college policies and procedures. In anticipation of the cessation of Federal funding, two purposes were to be accomplished by the planning for integration of the Peralta Inner City Project into the ongoing operations of the colleges. First it was hoped that a greater degree of financial accountability could be accomplished; and second, it was hoped that the inner resources of the college could be better directed to the purposes and programs of the initial Inner City Project.

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1 The Peralta Community College District encompasses the College of Alameda, Feather River College, Laney College and Merritt College.

Needless to say, the Inner City Project was not wholly familiar to the members of the administrative staff at each of the colleges. There existed considerable variation in the understanding of the original Inner City Project. In addition, there was considerable confusion as to what the project was supposed to accomplish. The deans and the presidents of the colleges initiated a series of meetings with various staff of the Inner City Project in an attempt to better translate the Inner City Project, to iron out complex relationships, to establish better procedures, and to identify the resources for full support of the program. Because of unsettled fiscal practices in the Inner City Project's previous planning and execution phases, a concerted effort to achieve financial accountability was made by the administrations of the colleges and the district office. At this point, the newly appointed Director of Educational Services for the Peralta District was given overall responsibility for the coordination of the program with an unwritten mandate to achieve greater financial accountability, and to effect a smoother integration of the Inner City Project into the normal college operation. In addition, it was deemed important to establish the role of the president of each of the colleges as an advocate of the Inner City Project, and to designate an administrative staff accountable for the two centers assigned to each of the colleges. A memo dated January 15 by one of the major administrators outlines progress along these lines:

> As a result of several extensive meetings, the most recent of which was this afternoon, we have developed a far better understanding of relationships, purposes,

> opportunities, and resources. We have clarified, for example: (1) the leadership role of the President of Merritt College as actual head of the program; (2) logistical relationships with appropriate college personnel for supplies, equipment, and services; (3) far better understanding of the working relationships between the project and the Office of Instruction, in addition to direct channels of communication regarding services and obligations; and, (4) better opportunity for coordination of public relations, publicity reporting, and definition of needs.

The memorandum goes on to elaborate that the college staff, in anticipating the termination of federal funding, is currently engaged in exploring ways and means to finance the essential components of the Inner City Project for the fiscal year 1970-71.

While integration of the Inner City Project was insisted upon as quickly and as expediently as possible, it was not deemed advisable to effect a uniform administrative structure at both colleges. Merritt College placed considerable emphasis on the Office of Instruction, which conveniently permitted the two Community Development Centers to be assigned department status. The project officers at each of the Development Centers reported to the Office of Instruction, much like chairmen of departments. This permitted a fairly clear line of responsibility. In other functions, the Dean of Student Services participated in several organizational meetings and provided the principal resource for the coordination of the student corps and the financial aid programs of the Inner City Project. In contrast, at Laney College, the Office of Extended Day Programs assumed major administrative responsibility for the other two Community Development Centers. Overall administrative jurisdiction was assigned to one individual, an

Assistant Dean in the Office of Extended Day Programs, who received assistance from the Dean of Student Services Office and the Office of Community Services. In an earlier progress report submitted to the Director of Educational Services on January 15, 1970, Laney College reported the following:

A. The Office of Extended Day Programs was assigned the overall operation of the Fruitvale Development Center and the West Oakland Development Center.

B. The Office of Student Personnel Services was assigned the student services corps and scholarship assistance functions.

C. The Office of Community Services was assigned the community relations and program development functions.

The report on the integration of the project from Laney College also goes on to say:

> The objectives which are inherent in the Inner City Project are an outgrowth of proposals stemming from Laney College and therefore demonstrate its commitment to the concepts which the project has fostered. For this reason integration of the project has been welcomed by the college, for it has provided an opportunity for a closer relationship with the community through the acceptance and support that has been developed by the efforts of the Inner City staff. The Office of Extended DayPrograms has assumed the responsibility for the operation of the development centers, with administrative support and supervision being assigned to the Assistant Dean. Personnel assignments include certificated and classified staff, and the positions of Development Center project officers, teacher-counselors, program assistants, Center receptionists, and a stenographer for the Laney College Inner City Office. It is recognized that the integrity, uniqueness, and physical presence of the Centers as a means of reaching out into the community must be preserved. Therefore, an objective of the Office of Extended Day Programs is to seek integration of the centers into the college in a manner similar to a department. The

> aim is to establish the Centers in a position that will permit them to benefit from the full support and services of the college, as full partners with the various other components of the college. Our immediate task entails working out the procedures and adjustments necessary to insure the continuance of the Centers beyond the federal funding period.

Elaborating on the effects of the integration after December 1, one of the project officers of the Development Center reported as follows:

> The Inner City Project, prior to December 1, 1969, was a venture with much uncertainty. Integration into the college has thus far provided our center an opportunity to look at previous problem areas. The project was suffering from a lack of firm and defined leadership and direction on many levels of the Inner City staff. Much energy is now being placed in the areas of attempting to overcome being a separate part of the college. Since integration there has been progress in elimination of some of the problems aforementioned. We as a Center are progressing in the areas of identity, personnel management, direction in establishing or adapting to present policies. The college has accepted the Center; its employees have shown fairness in most instances in dealing with all problems. We are now operating as a definite component of the college, concentrating toward upgrading and providing college resources instead of an experimental project.

Less satisfaction was reported by one of the other Inner City Development Centers. Difficulties in obtaining adequate information about where the Centers stood on their budget allocation was reported. In addition, supplies had not been delivered as promised when integration was to take place. Capital outlay needs were commonly a problem; such items as delays in obtaining typewriters and other equipment prone to pilferage and theft were constantly reported as a nuisance.

In general, those persons who enjoyed success as implementers of the Inner City Project thought the integration process improved the program.

Integration of the Inner City Project into the normal operations of the colleges alleviated a great many problems of comm nication, identification of resources, and the overall coordination of the project. However, many problems that plagued the Inner City Project still remained even after integration. Many of these were related as being central to the fiscal management of the program, principally out of the district office. Staff members of both the colleges and the Inner City Project felt that they could not find a direct communication source on fiscal issues. One member of the staff of the Development Center said, "We constantly seem to be getting a run-around when we demand answers to critical fiscal questions. We really don't know how much money we have and how we might more effectively plan for the future." Obviously some of the above frustrations result from the district's emphasis on accounting for all funds in the face of some loss of control earlier in the organizational phases of the Project.

In other phases of the Project, the student service corps was successfully integrated into the college without major complications. In an early report concerning the integration of this latter function it was reported that several minor conferences were held with the Dean of Student Personnel Services, centering around the initiation of the following items and procedures:

> (1) A secretary from the Office of Student Personnel Services was assigned to work as a coordinator's secretary. (2) The dean requested copies of all forms in the administration of the student corps. It was decided that, as much as possible, the student services corps would utilize forms that are currently used by the college placement office. This included evaluation sheets and applications for student job slots. (3) A review was made of the

administrative procedural areas that the placement office and the student services corps had previously established. Plans were made to firm up these areas. This included payroll procedures, payroll preparation, clearance processes, and determination of eligibility. (4) The most important item discussed was preliminary planning for the emergence of the student services corps company of fifty students with the present work-study force of some two hundred students. This area constitutes the most crucial aspect of the integration process, for herein lies the critical opportunity to implement the proven innovative experience, knowledge, and techniques gained from the Inner City demonstration project. The student service corps phase of the project has demonstrated that students, working in culturally deprived neighborhoods, do create a positive impact upon that community, encouraging, effecting, and constructing a significant involvement in the areas of tutoring elementary, junior, and high school students, and financial, vocational, and career ccunseling of young and older adults.

The report of the integration of the student service corps goes on to elaborate that attitudes of the original staff of the Inner City Project had changed substantially.

> Prior to integration the feelings and attitudes of the original staff members were readily apparent. Expectedly, their attitude toward the staff and functions of the Inner City Project can be variously described as one of suspicion and distrust. After the integration process was completed, there was a marked change in attitude toward feelings of want, acceptance, and increased cooperation. It can be added that this was a two-fold process, for both parties experienced a similar regard for one another.

The report also outlined future plans for the student service corps:

> Complete integration of the work-study programs which will entail assignment of work-study students to agencies presently manned by the student service corps. This means, in effect, that the work-study program which will also include corpsmen will be operated in the same fashion as the student service corps. In other words, the work-study program will be administered in such a fashion as to create a positive and constructive change in culturally disadvantaged neighborhoods. Commensurate with this aim is the equally important goal of making the community college more accessible and responsive to the needs of the community which it serves.

The coordinator of the student service corps was quoted in this report as stating:

> Except for the rumors from the district office to the effect that funds will not be available to continue the corps and other facets of the Inner City Project, beyond the funding period, July 31, 1970, I am personally pleased with the integration of the student service corps into the college structure.

However, it seemed apparent in many respects despite these integration efforts that the Inner City Project was not part of the mainstream of activities of the college. Indeed, the integration process revealed the Inner City Project as a partially unknown element of the Peralta Colleges. It is appropriate to quote a typical statement from one of the administrators of the project:

> Since December 1 the former Inner City staff have been involved in an orientation program, meeting with administrators and representatives of various instructional areas and departments on campus, to increase their knowledge and awareness of facilities and service which the college has to offer to the community. They have met with some resistance on the part of our traditionally oriented faculty and staff, but in general, college personnel have been open and receptive, and seem to be very interested in the kinds of service these personnel will be able to provide.

Future plans also called for the continuation of staff members' involvement at all levels of the community service program.

In general, the overall effect of the integration phase of the Inner City Project into the colleges' operation can be described as successful. It did not, however, alleviate some of the very fundamental problems of the organization of the Inner City Project. We shall attempt to elaborate on these comments in the strengths and weaknesses section of this report.

Current Organizational Structure

Currently the Inner City Project operates under the direction of the administrations of Laney and Merritt Colleges. Each of the colleges administers two Development Centers. While the administrative structure differs somewhat at the two colleges, the functional arrangements basically are the same. As previously stated, at Merritt College the project is administered under the overall direction of the Office of Instruction, with supportive services coming from the student services arm of the college. In contrast, at Laney College administrative responsibility rests principally with the Office of Extended Day Programs, with assistance from the Community Services arm of the college and the Dean of Student Services who now has responsibility for the students' participation in the Inner City Project.

An important organizational change involves the role of the District Office. The District Office no longer directly coordinates the program as it did in the initial stages of the Project. While the locus of responsibility for the Inner City Project is in the Director of Educational Services Office within the Peralta Colleges District Office, in practice said Director's role is limited to maintaining District Office liaison between the presidents, the District Assistant Superintendent for Business, and the administrators directly in charge of the Inner City Project. Direct communication between the Project officers (coordinators of the Development Centers) has been kept at a minimum. Insofar as the District must maintain a direct coordinative role of all educational programs in the district, the

Director of Educational Services does get involved in some internal matters of the Inner City Project. He is more likely, however, to be involved with conciliation of issues between principals in the program, to act as an advocate of the Project, and to file federal reports and periodic progress reports on the occasions when a District perspective is called for. In general, the Director of Educational Services sees the Inner City Project as a decentralized college-level function, with a minimum of District-level coordination and direction taking place.

The Current Commitment

At the close of the fiscal year 1969-1970 Dr. John Dunn, Chancellor of the Peralta Colleges, wrote in a memorandum to the Peralta Colleges districtwide Budget Committee that the commitment to continue the Inner City Project without federal funding should be as follows:

> Continued operation of the outreach Development Centers, a minimum of one for each college and a maximum of two for each college, will be maintained. It is not anticipated that the College of Alameda (open Summer of 1970) will be able to develop a development center this coming year. This means there is no commitment to continue the student services portion of the project, although it is hoped that certain of these services can be continued under our existing work-experience funding and SB 164 funds.

One of the primary evaluations of the Inner City Project centers on its future as an ongoing project of the Peralta Colleges. With this criterion in mind, the Inner City Demonstration Project can certainly be regarded as a success in that the Peralta District has maintained its commitment for the subsequent fiscal year, not only to fund the major

portion of the heretofore federally supported Project, but to integrate some major portions of the Project into the ongoing operations of the colleges. First, in addition to substantial resources from the college operating budget such as capital outlay, leased costs, hourly instructional budget monies, as well as consultative services and administrative services, $300,000 has been allocated this year to the Project. Secondly, conceptually but not in earmarked funding, the student services feature of the Project has been absorbed into the Colleges' operation. Thirdly, substantial financial assistance from the community services function of the colleges has been diverted to the Inner City Project effort. This leaves open the added potential of using State of California funds from the recently passed Alquist Bill monies. To date these monies have been used for free lunches, free books, work-study and work-experience programs, tutoring, and other student service types of activities. A mark of the Project's success is that it is no longer discretely recognized as an entity, as a "project". Historical development has brought it to the point currently where it is largely integrated into the several functions of Laney and Merritt Colleges.

II

THE EVALUATIVE QUESTIONS

In responding to the eight questions that were generated as the basis for the Project's evaluation, the evaluators (who were the major administrators) first solicited reactions to these questions from their respective staff members at the operational level, and then met in a round table format. Oral and written responses to the eight questions were exchanged with the Director of Educational Services. The following represents the Director's summarization of the collective thrust of the evaluators' oral (taped) and written reports.

Changes Within the Institution

Question: What changes have taken place in the internal arrangements of the college in attempting to serve the new clientele of the Inner City Project?

The Inner City Project has brought about changes at both Laney and Merritt Colleges in the areas of adult education, student personnel services, and community services. One of the presidents felt that there has been evidence that the institution has altered many of its procedures to accommodate its new outreach emphasis. These changes include expanded offerings of non-credit courses, more flexible registration procedures, and, of course, the acquiring of a more ethnically balanced staff than had been the historical pattern.

Both colleges show that the adult education offerings have been expanded significantly in terms of enrichment of existant courses and in

terms of diversity in response to specific neighborhood needs. Administrators and staff at the colleges have had to develop the capability for more flexible responses and quicker action to meet the educational needs of groups and individuals in the community. Previously the extended-day offerings and evening program offerings evolved slowly. These offerings expanded much more rapidly as a result of the Inner City Project. Program offerings, for example, at Merritt College's Inner City Development Centers, range from Afro-American Studies, courses in Swahili, Legal Assistance and Advice, History of the Black Church, to the usual fare, such as Interior Decoration and Design. In addition, such courses as Latin and Mexican-American Studies, Novels of Social Commitment, courses in Ceramics, Community Planning, Child Growth and Development, suggest the diversity and the more direct response to the needs of the community.

Three substantial institutional changes were cited as tangible results of the Inner City Project:

1. Having a Development Center respond to a neighborhood setting appears to call for a greater flexibility as contrasted to a community college's traditional evening offerings. Moreover, recommendation and selection of teachers for the development center staff have resulted in the credentialing of many persons who before had not been authorized to teach, but who were skilled in subject matter that related well to the community.

2. The evaluators reported that the Office of Student Personnel Services has also had to develop flexibilities in the areas of registration and attendance counting.

3. The Office of Extended Day Programs at Laney College, for example, has indicated that registration procedures had to be entirely revamped and simplified to carry over the Inner City Project offerings into the regular college program. Experience with the Student Service Corps has

> provided for a redirecting of the work-study program of the college, with greater emphasis on the assignment of students to work with community-based groups and organizations, as opposed to the usual institutional placement.

In addition, Laney College's Office of Extended Day Programs point out that contact with the Centers and their teachers has provided college personnel with a much broader experience in meeting the needs of the disadvantaged, particularly those at the college who had never worked in poverty settings before. The District Office also reported that an increased awareness on the part of the community about the college's programs developed. Registration data indicated that target area enrollment increased significantly. Previously, before the Centers were developed, students and adults from the target areas had not taken advantage of the college's programs. Registration of Inner City residents initially doubled as a result of Project efforts; and enrollments from target neighborhoods continue to grow.

Other changes within the institution centered around the activities of the Offices of Community Services, which, at both institutions, have been redirected to concentrate on such areas as recruiting students from disadvantaged communities for specific vocational programs and courses, and the development of cultural activities, co-sponsored by the college and various ethnic and neighborhood groups and organizations. Previously, this kind of neighborhood and college partnership was not well developed at either Merritt or Laney College.

The staff of the Office of Community Services has been expanded at both institutions to include representatives of various racial and

ethnic groups. At the same time, a much more broadly enunciated community services program is evident at both colleges. This newer community services emphasis can be contrasted to the previous more limited evening cultural series approach. Community services programs at both colleges are now adequately supported for their additional outreach roles. Substantial increases in budget for the community services function has also been evident in the past two years, some which increase, but not all, is attributable to the Inner City Project's presence.

Generally, both colleges reported that there was much greater institutional adaptability to community needs as a result of the Inner City Project. GED testing, GED studies, and community services were among the programs markedly increased.

One of the more serious reservations about the Project was that its presence would divert some of the colleges' resources and energies away from the on-campus clientele. Existing priorities toward the college's "staying" power for its students were strong. As mentioned earlier, the two institutions differed in the stages of development of both social service academic programs and outreach programs; hence Merritt College in particular felt a keen obligation to do much more for the students already on its own campus, many of whom represent the same cultural and socio-economic background that the Inner City Project was designed to serve. One administrator from Merritt College has stated that "the college and the community are one and the same. Although outreach programs are still necessary, the huge obligation of serving those students we <u>already have</u> on our campus

looms large in our minds." In some essential features, the Inner City Project intensified Merritt's already developed commitments. The Project did provide a mechanism for determining community needs, where such means had not been available to any extent heretofore. This was particularly true at Laney College. The Inner City Project has resulted in sharp increases in adult education, which jumped from 12 such courses offered off-campus during spring semester, 1968, to over forty-seven courses at one time during the 1969-70 college year. As previously mentioned, at Laney College the range of these offerings is considerably greater now that the Inner City Project has uncovered needs heretofore unserved.

Changes in Personnel Policies and Procedures

Question: Specifically, how has the Inner City Project affected the personnel policies and procedures of the Peralta Colleges?

One of the principal effects of the Inner City Project was the increasing awareness of a need for community and student representation on staff selection committees. A partnership among community, students, and professionals sprang up in the selection of many of the Inner City personnel. This pattern has been reflected throughout the Inner City Project and is now common in the Colleges' screening of key personnel, including counselors and faculty, as well as a recent presidential appointment at Laney College.

While it should be cited that involving community representatives in the personnel practices of the Colleges was one of the positive outgrowths of the Inner City Project, the positive facets of this practice

were mitigated by the reluctance of College personnel to go against the recommendations of community representatives. As a result, one evaluator felt that some persons hired to work in the Project did not meet all of the necessary professional requirements.

Perhaps the most significant effect the Project had on the Colleges' hiring practices affected the area of credentials for administration. The redesigning of several positions to emphasize the more positive results of the Inner City Project can be noted in Appendix B1 and B2, job descriptions for the Project Officer and the Developmental Center Instructional Advisor.

While the California State requirements for obtaining an administrative credential are still rigorous, it was felt that the Inner City Project had some indirect effect on the changing of the credential structure at the state level. Two principal administrators from the Peralta Colleges sat on a major committee convened by the State Chancellor's Office, where they effectively argued the case for making provision in the state credential law to permit the hiring of persons with ethnic minority backgrounds whose special talents lay in effectively relating to the clientele they would serve. Many candidates who could not otherwise obtain an administrative credential thus qualified for service in the Inner City Project. These were candidates who had distinguished records of work experience in community organizations, federal programs, poverty agencies, programs for handicapped children, parks and recreation programs, community cultural centers, and several varieties of self-help agencies.

More significant, the Inner City Project emphasized the need for competent, middle-level administrative resources, particularly persons who could move effectively between the Colleges and the community. It was evident that many of our established administrators had to learn new human relations skills. The Inner City Project was directly responsible for changes of job descriptions in other areas of the college administration. It permitted a number of precedents for hiring minority persons who did not meet all of the "paper" requirements, but who were exceedingly competent in their own fields, possessing the additional ability to relate effectively to the poor.

Another outgrowth of the Inner City Project was a widening search for minority members who were typically community experienced with a minimum of college work. A proposed internship project[1] for minority members who are at the initial stages of their professional development, possessing less than the usual Master's degree, was generated.

Thus the Inner City Project served as a catalyst in opening up positions for minority group members who were going through the initial developmental processes of obtaining full professional stature with their colleagues.

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[1]This proposal for internships outlines opportunities for in-field experience with major administrative heads in the District Office and in the Colleges, in conjunction with a formal training component offered by a nearby university and a nearby four-year college. At this writing, it was anticipated the proposal would be funded at the federal level, to provide internships designed for entry into major administrative posts in the Peralta Colleges.

Changes in the Community

Question: What changes have taken place in the community as a result of the Inner City Project?

Merritt College showed an increase in community awareness of the college's programs. This was evidenced by a greater demand for technical assistance and community services from the College. In addition, community groups and organizations called on the College for help in their own projects, as well as for political and moral support on community and neighborhood issues. The College appeared to become more closely tied to the local political processes, if not as an active partner, at least as a more sensitive kind of institution.

The physical presence of the Centers created greater opportunity for interaction between the community and the colleges. It was reported that young people began to hang around the Centers. This provided interaction between the neighborhood and the Centers that the colleges had not formerly enjoyed. Some identification processes were soon to take place between community and neighborhood groups that had not been stimulated when the Colleges alone attempted to relate to their respective communities. While this change may more closely relate to changes within the institution, community and neighborhood groups and individuals appeared to come to the Centers for a greater number of short-term types of cultural and educational experiences.

The Centers provided a greater opportunity for non-credit types of offerings of a shorter duration, with generally greater flexibility in

terms of time required and the content covered. Laney College also reported a significant increase in community demand for courses, services, and technical assistance from the College. Its Community Services Coordinator cited a marked increase in community interest in cultural activities as a result of several joint ventures between the Development Centers and the Office of Community Services.

One of the deans at Laney College reported that "the community seems to believe the College is more sincerely interested in meeting educational needs as evidenced by a greater number of requests for services." In addition, he pointed out that the informal atmosphere of the Development Centers provided individuals with the opportunity to recognize their abilities to succeed. This, he held, has challenged some to further their education, whereas they had been "turned off" by previous educational experiences. He felt the community was far better informed regarding opportunities at the College as a result of the Inner City Project.

Many persons earlier had expressed views that the colleges did not appear to have a community services mission. Before the development of the Centers, there was not much reason to believe, among persons in the target areas, that either Laney College or Merritt College set out to accomplish anything other than meeting the requirements of other institutions of higher learning; that is, it was generally assumed by target area residents that Laney and Merritt Colleges' principal mission was to provide the first two years of university or four-year college education.

One of the Project coordinators for Merritt College reported that thousands of residents of the target areas have been served as a

result of the introduction of the Development Center. He generalizes that many were able to return to complete high school training as well as to experience college level courses, and cited specific cases of persons returning to jobs as a result of initial work in job-preparation classes.

His report also indicated that community organizations use the Center for many of their meetings, which in turn provided an ample source of new students for the Development Centers. Since the Centers also held classes at churches, public libraries, and homes of students, new avenues for enrolling at the Centers were opened to target area citizens. One of the evaluators was of the opinion that the expansion of classes into basements, churches, and the like, did more to convince target area citizens that the Colleges were truly interested in serving the community than any other feature of the Inner City Project.

One of the Development Centers reported that they had assisted community organizations in helping to develop their programs by distributing flyers, providing publication and informational assistance, and even hiring consultants to assist struggling programs to get off the ground. Much reciprocity existed in these kinds of efforts, in that the agencies assisted often turned around and sent students to the Center.

An information exchange day was held at one of the Centers so than various agencies could explain their programs to each other as well as to audiences from the community. Some of the agencies were amazed at how much similarity existed between their missions. Ways in which agencies could collaborate to reach similar goals were discussed. In addition, the

Centers provided meeting places for the supervisors of these agencies for long-range planning sessions. Cooperation in other areas, such as offering free legal advice to residents of the target communities, also developed.

Generally, then, the Development Center officers reported that improved communication with and among the constituencies of the target areas has resulted from the establishment of the Centers.

One Development Center officer suggested that the primary effectiveness of the Inner City Project lay in the Development Center's non-bureaucratic style of getting things done, in contrast to the Colleges' bureaucratic style of administration. Target area residents are unaccustomed to the typical bureaucratic styles of the Colleges. The Development Centers are more flexible and thus clearly more compatible with the style of the target area community itself.

Another significant change at Merritt College was the generation of new employment--some nineteen or twenty positions in the College that had not existed previously. Equally important to both the College and the community was the involvement of lay citizens in policy and program development through an advisory committee. Finally, providing manpower to assist indigenous self-help programs through the Student Service Corps was an important innovation and had considerable positive effect on the community.

The evaluators agreed that the Inner City Project generated among College personnel a new awareness of organizations in the community not heretofore contacted by the colleges. Reciprocally, many poverty organizations, self-help organizations and community organizations have

acquired knowledge of the College, which has brought about exciting interplay between the professional educator and the community self-help organization. Tremendous leadership-training potentials exist in this interplay between neighborhood and community structures and the professional educator. Many of the administrators involved in the Project indicated that they were not previously conscious of their protected and sheltered existence in the institutions. The College staff felt particularly fortunate that community relationships grew out of the advisory committee and other contact with neighborhood organizations. The College staff also expressed some optimism that trust in established institutions among alienated populations has been increased by the Project.

The Clientele

Question: What has happened to the clientele in the field that the Inner City Project was designed to serve?

A. Emerging Patterns of Leadership

The Project initially sought to develop a new leadership in disadvantaged communities beyond that of the existing poverty program structure. While this attempt was not deemed totally successful, the Project has involved individuals from the community in leadership roles who had not been previously active. The Project has also enabled the Colleges to establish contacts with many groups and organizations which otherwise would have been unknown to the colleges. In general, however, the evaluators felt that the Project has not yet tapped significant new

leadership in the community. It was not uncommon to find the same persons representing similar organizational structures of other federal programs active in the community. Moreover, since College and District personnel were fairly unsophisiticated about the community's specific political structure, it was extremely difficult to assess whether new major leadership actually emerged as a result of the Project.

The Student Service Corps was to a degree valuable in assisting leadership development. A coordinator of the Corps observed that with the presence of the Corpsmen, community leaders of the assigned agencies were often freed from the more routine administrative duties and responsibilities. As these were assumed by the Corpsmen, the leadership turned their energies to more significant areas. This coordinator's remarks emphasize the Corpsmen's assistance to community leaders:

> It has been our experience that community leaders often comment on the way our students have freed them from many of their duties, and thus they are able to concentrate their efforts on improving and enlarging the effectiveness of their operations.

Most responses to the question on whether a new leadership emerged have not been optimistic, primarily because this phenomenon is extremely difficult to assess without a long-range evaluation of the Inner City Project. It is also evident that the Inner City Project was one of many efforts to bring about community participation and leadership. It would be difficult, indeed, to isolate the Inner City Project as a primary agent in the generation of new leadership.

B. Effect on Community Organizations

Laney College expressed belief that the Project made a significant contribution to the effectiveness of community organizations, particularly to the work of the Oakland Economic Development Council. This occured through in-service training programs for OEDC staff and the work of the OEDC target advisory committees through their workshops in group processes, parliamentary procedure, etc.

The evaluations generally reflected enthusiasm for the interaction that took place between such agencies as the Oakland Economic Development Council, Opportunities Industrialization Council, Project Upgrade, Legal Aid Service, and other self-help agencies in the community as a result of the Inner City Project. The Project Development Centers were regarded as prime vehicles of communication between these agencies. In addition, community relations workers were able to redirect interest in the College's programs and to serve as a liaison for the establishment of specific educational needs such as the need for a sewing course taught in Chinese and the use of English as a second language for specific ethnic communities.

The Target Areas

Question: Has communication improved with the constituencies of the target areas served by the Inner City Project?

The evaluators were in accord that where the apparatus of the Project provided direct contact between the target areas and the various

offices of the College, communication improved significantly. Communication was particularly enhanced in the area of expanding cultural activities--the College took on a different image for the residents who went to the Centers for the varied cultural and academic activities. The Office of Community Services at Laney College worked with a wide range group of organizations and groups in planning community-wide programs and festivals. Examples included the West Oakland Art Festival, the Cinco de Mayo and dia la Raza Festivals.

Dr. Norvel Smith, President of Merritt College, and a principal community leader, expressed the view that, as a result of the Project's efforts, a trust and a positive image of the College developed in communities which were heretofore not served, and which had been largely alienated from major public institutions. One evaluative report elaborated that since nothing was being done earlier for the target areas by the two Colleges, it is difficult to see how communication could not be improved. Another evaluator felt that of all the features of the Inner City Project, its diversity of offerings had the most effect on obtaining support from the target areas, particularly through the willingness of the Development Centers to gear up for a specific need. Getting programs initiated at the College might take months of review by faculty committees and deliberation by administrators responsible for allocating resources, and finally, approval through the District and the Board of Trustees. In addition, the reports emphasize that, for the first time, an educational venture was developed to benefit a specific constituency--indeed, the constituency

had a voice in designing the curricula, the cultural programs, and even the services the Development Centers would offer.

Criticisms were voiced by target area residents. Some felt that programs were being imposed on them. Some residents were resentful of one Center's apparent insistence on cultural improvement in self-concept programs. Some residents requested less cultural enrichment programs and more job preparedness or basic skills programs. However, none of the four Centers resemble each other in this latter respect, for some communities insisted upon a greater emphasis on cultural heritage programs, such as Afro-American studies.

A Model for Future Programs

Question: Does the Inner City Project have special features that have broader application as a model for out-reach programs in the nation's community college movement?

This question was suggested by the staff of AAJC. Administrators felt that the question is difficult to answer because of the short time frame in which the Project has been operating. The evaluators were in disagreement as to whether the Project incorporates features that could be a model for other colleges to try. This report has stressed that the two Colleges differed markedly in community rapport. Merritt College had already developed an extensive social services academic program and had historically been committed to outreach activities. One evaluator stated that no particular pattern was discernable in the various components in

the program, that the Centers operated quite differently from one another, and that, moreover, the communities and neighborhood areas served were unique. The evaluators did concur that important modifications of existing practices resulted from incorporation of the Student Service Corps into the traditional work-study programs of the Colleges. Obviously, this opens up a whole new potential for the use of paraprofessionals and students working in community settings. Students' perceptions changes also as a result of their work in Student Corps. The activities of the Inner City Project made the student's role meaningful as a participating community member. As community colleges around the nation have already begun to decentralize their services into their communities, with outreach programs in some urban community colleges now well-developed, it would seem presumptious to outline a total model from the Inner City Project meant for broad application in other community colleges. The Inner City Project is too much in its early stages of development for its evaluators to develop from it a sophisticated model for other community colleges. Yet its component features, particularly the Community Development Center concept and the Student Service Corps, are deemed successful enough to warrant application in other institutions.

Strengths of the Inner City Project

Question: What are the essential strengths of the Inner City Project?

All of the evaluators reported that the decentralization of the services, as a thrust of the Project, was important to the development of

the Colleges' postures in serving minority citizens. Peralta's experience suggests that community colleges generally and traditionally are inner-oriented kinds of institutions, not serving the alienated communities as a primary mission. Community colleges often are primarily self-fulfilling, close-ended kinds of institutions, not always in keeping with the recent rhetoric which describes them as dynamic, community action colleges.

The Inner City Project reformed the colleges' posture so that a whole new clientele emerged and is growing. Most of the evaluators felt that the community involvement in the planning and establishment of College and Development Center policy should be regarded as the primary strength of the project. This practice has permeated College policy in the afore-mentioned selection processes of candidates for employment and to a limited degree in the overall direction of the curriculum of the colleges in seeking other forms of community assistance for the support of specific programs. It is important to distinguish between community assistance in the form of members who directly benefit from the services of the college, and the traditional use of community members in professional advisory roles, the latter having long been a practice of community colleges which remains a valuable adjunct of the instructional program. Historically, community colleges have rarely gone beyond the admittedly valuable vocational advisory committees or professional groups who have assisted in the development of curricula.

What has become evident from the Inner City Project is the <u>urgent need for grass roots</u> local involvement--the perceptions of those who are

supposed to be served by the college may be the most important advisory component the college should attempt to seek. The Inner City Project at least attempted to tap this valuable component through its advisory committees. This special feature should be preserved and adapted to the ongoing college programs.

Still another major strength of the Project centered on the need for adaptability and flexibility in personnel. The Inner City Project opened up an entirely new viewpoint about the potential of prospective candidates. As previously specified the Project caused reexamination of existing personnel policies and pointed up the need for having sensitive and committed personnel of a much broader spectrum of socio-economic level, ethnic background, and understanding of local communities.

Clearly, the positive interaction between College and community was a very real result of the Inner City Project. Yet the expectations in this direction were greater than actual outcomes noted in the evaluations. That is, the potential for close identification with the target area's power structure was not fully realized, especially in terms of ongoing outcomes. Trust and credability gaps between college staff and community leaders still need resolution.

The Project's adaptability to diverse demands from the community has been cited consistently. Special requests and new programs traditionally become bogged down in an elaborate system of faculty involvement, administrative approval, and board of trustee ratification. The Project demonstrated that change could take place more quickly and more expediently if

modifications and shortcuts in the formal approval processes were made. The Project provided for comparatively rapid agreements between community, advisory committee, and college officials, to adapt its resources to meet specific community demands. The Project also provided for a direct feedback on the effectiveness of the Colleges' services, through a closer relationship with the recipients of the services of the Development Centers. Many staff members of the Development Centers lived in neighborhoods within walking distance of the Centers. This permitted a kind of communication regarding the effectiveness of the programs the Colleges have not normally enjoyed.

Still another strength of the Inner City Project was its effect on the bureaucratic structure of the Colleges and the District. The Project forced greater flexibility in personnel policies and procedures. In addition, it demanded modifications in the elaborate processes for purchases, the use of forms and routine papers, payroll procedures, and similar obstacles. Built into the design of the Project was its potential to cause mild waves in the bureaucratic arrangement. It sometimes acted as a catalyst, a "burr in the saddle blanket," so to speak, to the more perfunctory and not always sensitive managerial functions of the Colleges. Many personnel at both the district and the colleges became keenly aware of a need for a reexamination of their own procedures and operations. The Project was a moving, dynamic, often aggressive program, needing often special attention and priority considerations. While the change it caused in operational procedures was sometimes agonizing, this can be regarded as a positive outcome.

Finally, a major strength of the program was that it aligned the Colleges with other similar community thrusts, such as legal aid services, church group activities, Neighborhood Youth Corps, the neighborhood centers of the Department of Human Resources, several job training programs for youth and minority groups, and other self-help programs.

Weaknesses of the Inner City Project

Question: What were the weaknesses of the Inner City Project?

Most of the evaluators agreed that one of the essential weaknesses of the Inner City Project was that initially District control was too strong and tended to divorce the Project from the Colleges. Greater initial autonomy at the campus level would probably have put the Project in closer harmony with the style of each College and at the same time accelerated the target group involvement. Missing apparently in the Project were the infusion of faculty creativity, participation of the students at both Colleges in the planning of the program, and the general absence of a sense of involvement and kinship at the College level. In some instances the colleges expressed that they had felt preempted--circumvented, in effect -- in the initiation and planning stage of the Inner City Project before the integration phase. The evaluations consistently elaborated on this limited involvement in early planning at the College level, stressing this as the major weakness.

It was generally felt that the Project should not have been a District-run activity. District-level management is counter to the historical

evolution of the Peralta Colleges, which had traditionally stressed campus autonomy and self-determination. With the exception of the East Bay Skills Center, the District has not historically exerted direct control over any of the educational programs, and even at the East Bay Skills Center considerable authority is delegated to its director through the Director of Educational Services and the Chancellor of the Peralta Colleges.

Still another weakness which was cited as the excessive turnover in leadership positions in the initial phases of the Project. "No continuity seemed evident at the outset," stated one evaluator. Still another evaluator stated:

> One of the biggest problems this Project has had to date has been inconsistent direction at the administrative level--indecisiveness, lack of decision-making, and lack of clarity as to where control of the Project really lies. A turnover of staff and administrative personnel has caused a lot of frustration, and disorganization, and insecurity. I also believe that due to the different interpretations of the Project and Project goals, certain staff members are confused as to their roles and responsibility. . . direction comes from everywhere, and at the same time, from nowhere.

The Project lacked a clearly enunciated research plan for evaluation. No evaluative criteria were outlined in the original proposal, nor have any operational goals been either stated or tested with a valid research design. At best, the project was left with anecdotal modes of evaluation, based on intuition, inference, and speculation. Notably absent in the original proposal was a series of researchable questions. The evaluative framework could have concentrated on several non-intellective variables of achievement: among them could have been measures of attitude change about self, about the Colleges--from an infinite variety of viewpoints.

Some means of analysis of self-concept among the inner city clientele should have been incorporated for ultimate evaluation. In hindsight, such questions as these should have been raised: Did the Inner City Project improve self-perception? Did attitudes change among the target constituencies about the Colleges' programs? Were levels of aspirations affected by any of the programs offered at the Development Centers? What changes took place in the attitudes of professional administrators at the district and the college levels as a result of working closely with the Inner City Project? Were all aspects of the Project congenial to large and complex organizations such as multi-campus districts? Did perceptions of minority members change among college personnel who worked closely with the Project? Did the cultural enrichment programs effect self-esteem among target area members? While an excellent attempt to evaluate the project in its interim stages was made by the Department of Education, University of California, Berkeley, Dr. Tillery's evaluation team was left with picking up pieces of these unformulated questions. In short, the Project's clear lack of enunciated performance criteria stands as one of its most serious weaknesses.

Several evaluators commented on certain aspects of the community's role in the Project. An excellent statement appears in the appendix excerpts of the interim appraisal team's report. This statement was drafted by Alice Wright Cottingim, and the late Sam Toney in a subsequent evaluation report dated May 15, 1969. Mrs. Cottingim and Mr. Toney elaborate as follows concerning the weaknesses of community participation:

> The Office of Economic Opportunity, after receiving the original proposal, directed the Peralta Colleges to go back through the organized community for approval. Consequently certain modifications resulted--the machinery for hiring personnel and a citizens advisory committee which had to draw more than fifty per cent of its body from the poor (was created).

They go on to say that the citizens personnel screening committee was instrumental in selecting staff which were supposedly able to relate to the community as well as to the Peralta College system. This may not have been the case, however.

> The majority of the committee were the indigenous citizens who, in fact, could not relate to the junior college system themselves, and could not possibly probe candidates for related experiences indicative of junior college experience. The candidates appearing before that committee could not have been evaluated in any other way except by their thrust in community involvement. Hindsight dictates that if a new kind of staff was a result of community involvement, then perhaps more planning could have occurred among the college community and the district personnel who were responsible for implementing the project, as to the most effective method for utilizing community based staff, training for the staff, and other ways to insure project success.

Cottingim and Toney conclude that:

> More carefully developed roles for the community based committees should have been a part of the design of the proposal. A better system should be devised by the target area committees to insure that advisory committees are being utilized effectively.

In effect, the Peralta Colleges were relatively unsophisticated in working with community groups. The Inner City Project focused on the Colleges' inadequacies to properly relate to the poverty structure of its communities, and to really effectively use the many talents in its respective target areas. Cottingim's and Toney's recommendation that more carefully developed

roles and even in-service training for community members should have been a part of the Project appears quite valid.

Still another weakness cited by one evaluator was that while it was important to recruit staff who can and do relate with the communities, there was some indication that the professional staff relinquished some considerable amount of accountability and control over the Project. Staff whose responsibilities include myriad challenges should not be deluged with undertrained and underskilled personnel merely because they are indigenous to a specific community. The Inner City Project may have saddled some key staff with responsibilities far beyond their normal responsibility loads and far beyond anyone's expectations for success. Minority leadership from the communities should have been engaged to assist in better in-service training programs for other minority group members. The success of some personnel was left to chance. Better guidelines, better in-service training, greater continuity all should have been built into the personnel practices of the Project.

Another facet of the often-cited organizational weakness of the Project was that the presidents of the Colleges were not active participants in the Project. The staff of the Project reported to an executive director, responsible to a District director, who initially devoted almost full time to the implementing of the Project. Built into the inadequacies of the organizational structure was the inherent competitiveness in a multi-campus district. The two Colleges found themselves competing for resources--a detriment to the harmony and working relationships between the Centers

associated with each college. In addition, one of the presidents remarked in his evaluation that some confusion existed regarding the autonomous nature of both the Colleges and the development Centers. Some Inner City staff may have been unrealistic about their policy-making prerogatives.

Again, a clearly defined organizational structure with better operational guidelines might have alleviated differences in perceptions regarding policy-making prerogatives. Since both campuses are different in many organizational respects as well as styles of administration, the Centers collided with the District, the Colleges, and each other in their respective assertions. All this complexity and confusion would not have been resolved entirely by a more clear-cut structure, but the evaluators agreed that a more clearly defined organizational pattern was badly needed initially.

A concern that the facilities in one of the two target areas of Merritt College were both inadequate and inappropriately located has also been expressed. The North Oakland Development Center is probably too close to Merritt Campus. Merritt enjoys a solid reputation in its community for serving the poor. In addition, the North Oakland Development Center was located close to one of the neighborhood churches which provided an extraordinary program of Afro-American Cultural activities. The North Oakland Center in effect found itself in competition with an already developed community services program in its own neighborhood, not to mention the Center's being somewhat overshadowed by Merritt College itself only a few blocks away. In addition, the same Center is near one of the most significant educational communities in the Bay Area--the University

of California at Berkeley. Many political action programs, community services efforts by several churches, student fellowship houses, poverty agencies, and university-sponsored activities took place concurrently in the general, but not always specific, vicinity of the North Oakland Center. In brief, too many other agencies and other educational institutions were straining to make an impact on the general community served by this Center.

Recommendations for the Future

Question: What are the specific administrative recommendations for the program over the next few years?

There was general agreement that the Project should be continued as a day-to-day, on-going operation of the Colleges. Implicit in many of the strengths and weaknesses stated earlier are the following recommendations:

1. The District's involvement in the Inner City Project should continue to be decentralized, so that the colleges have clear responsibility for the overall direction and coordination of the one or two Centers they operate. This would support the recommendations of the present Director of Educational Services that the Colleges be identified as the principal apparatus for coordination and decisions affecting the Development Centers.
2. Financial resources should be set aside in the annual budget for research and evaluation. Implicit in this recommendation is the need for a research design including researchable questions--to be developed immediately--which permits the appropriate evaluation of the Project to take place on both a one-year and a long-range basis.

2

3. The need for a fixed number of Development Centers should be continuously reexamined. This should entail exploration of the possibility of having two, possibly three permanent Centers--one for College of Alameda, one for Laney College, and one for Merritt College, accompanied by the possibility of two or three additional fluid centers, operating on a short-term duration to serve emerging, but not always constant needs. Some flexibility ought to be built in to the Inner City Project for the establishment of new centers as well as the closing down of existing centers when needs become greater and shift from community to community, neighborhood to neighborhood.
4. A greater emphasis should be made at the Development Centers for skills training and vocational programs. Currently the vocational programs are permanently housed at the colleges and at the East Bay Skills Center. Some opportunity for short-term training similar to that offered at the East Bay Skills Center should be more strongly emphasized in Development Centers' informational programs. This could take the form of better informational packaging to the neighborhoods regarding opportunities in these respective programs, as well as the actual offering of short-term training programs where they can feasibly be moved.
5. The Development Centers should attempt to step more actively into the nearby community action programs and should not be overly cautious in involving themselves in the political processes of their local communities. This latter recommendation would assist in avoiding an array of benign or irrelevant programs at the centers. The Centers should

continue to take fairly non-neutral postures on critical social issues; greater latitude in this regard should be permitted at the Centers than what is normally enjoyed in a collegial setting.

6. The staff members of the Inner City Project should be brought into full partnership with the college. They should be regarded as colleagues with probationary and tenure privileges. One significant aspect of the Inner City Project extension is that of assimilating outside groups into the regular college academic and political community. Staffers from the Inner City Project should become familiar with the intricate processes at the District and at the College level, in order that they may become effective competitors for the scarce resources of the District. Inner City staff still stand outside the processes described. An institutional acculturation is recommended.

7. Relationships between each college and the Development Centers should be improved upon by appointing a single person at each college to assume the responsibility for more direct day-to-day coordination of the needs of the Centers' staff, without inhibiting creativity and expression in the field. The organizational structure at Merritt College clearly places the Development Centers in relationship to the Office of Instruction; yet the Office of Instruction is limited in time and staff and must coordinate the program in the face of mounting college pressures and other conflicting duties. So, too, the Developmental Center staffs need to identify with one person at the Colleges. A confusion of relationships and responsibilities still persists throughout the Inner City Project.

8. Lay participation from the target areas should be encouraged as part of normal college activity, now that the Inner City Project has been sufficiently integrated into the College's operation. That is, there should be greater emphasis on the use of target area citizens in an advisory capacity to the Colleges' total operation rather than in a limited sphere. Advisory committees for curricula, vocational programs, the Development Centers plus the overall college advisory structure should reflect increased membership from the target area community population.
9. Full orientation of College personnel concerning the existence and the needs of the Development Centers should continue. This includes custodial services, instructional resources, divisional relationships, district personnel, payroll, certification, offices. In general, more information about the Inner City Project and its standing in the colleges' operations should be conveyed to key personnel throughout the district. The Inner City Project still suffers somewhat from a "project" identity. Now that it has been integrated into the Colleges, it ought to become a full participant.
10. The Development Centers should be encouraged to develop a uniform evaluative format for the next academic year. Consultative services should be made available through persons at the nearby university and college staffs who are competent in generating good research designs. A systematic mode of reporting to the presidents of the Colleges and to the District and Board should be encouraged. The open-ended evaluation of the Project should be eliminated. Rather, concentration should

be placed on short-term evaluations of specific projects, with a view toward testing the effectiveness of the many and varied missions of the Inner City Project.

11. A portion of the budget for the Development Centers should be set aside with no bureaucratic constraints for its utilization. These unrestricted funds would enable the community residents to experiment or respond immediately to short-term programmatic needs without resorting to any superimposed procedural structure.

12. The name of the Inner City Project should be changed. Now that it has become integrated into the Colleges, consideration should be given to erasing earlier connotations of its being a demonstration project.

III

SUMMARY

The Peralta Colleges' Inner City Project originated in 1967 with a proposal designed to reduce the alienation of the community's urban residents, alienation from society's basic institutions and isolation of this population from the community colleges located in their midst.

It was proposed that the Peralta Colleges in Oakland undertake this challenge of urban outreach via four programs: (1) A student services corps based on work-study positions in community service; (2) community development centers, extensions featuring educational and counseling services; (3) an enrichment program, and (4) a scholarship system to provide financial aid for inner city residents attending Laney and Merritt Colleges in public service programs.

With funding from the Office of Economic Opportunity and technical help from the staff of the American Association of Junior Colleges, the demonstration moved quickly in autumn, 1968, into an integration phase, melding the four components into the operation of Laney and Merritt Colleges, and the functioning of citizens advisory committees in earnest. This report attempts to assess the Project as an agent of change, based on the two years of work supported by OEO. Critical questions were generated with a view toward making this kind of assessment. On the one hand, it is recognized that the original proposal may have been too open-ended and fails to permit, for example, an adequate appraisal of effects on the self-concept of the target area beneficiaries. The Project, on the other hand, may have been

too rigid in asking the two Colleges, each with its own style, to mount identical formats. Perhaps the richest and hardest lessons learned were that community action must be truly "community" based to succeed--the styles of the people served and the institution must be reconciled and they must prevail. To bind a program to the hopes and attitudes of its originators may only invite failure.

The evaluation in this report represents the collective perceptions of the administrative personnel associated with the Inner City Project, summarized herein as accurately as possible. The evaluators were in complete agreement that the Peralta Colleges have been modified in many significant respects as a result of the Project. The more significant impacts that the Project had on the Colleges included: District-wide commitment of over $300,000 to continue the Project's services. Expansion of adult education offerings at both colleges. Staffing patterns providing greater ethnic balance. More flexible, less bureaucratic procedures in areas such as registration. Revised credentials requirements recognizing meritorious community-based work experience, rather than academic training as the single criteria. Infusion within the college's policy structure of citizen advisory committees beyond that of layman's expertise on curriculums.

The report also identifies some reciprocal changes occuring in a positive direction in the target communities; as the Colleges reached out, community attitudes and awareness of the college's service role changed.

Among the weaknesses noted by the evaluators were: less than pronounced success in generating new community leadership; early organizational

mistakes in delegation of responsibility; and the failure to specify researchable questions by which to evaluate the Project.

Other community colleges across the country who are considering undertaking community outreach programs hopefully can profit from the experiences of the Peralta Colleges and see them as a partial framework for improving the community colleges' services to alientated or unserved clienteles.

Appendix A

THE COMMUNITY COLLEGE

AND

THE INNER CITY

(Revised)
May 19, 1967

PERALTA COLLEGES
Office of the Superintendent
300 Grand Avenue
Oakland, California

THE COMMUNITY COLLEGE AND THE INNER CITY

The Peralta Colleges are uniquely qualified to demonstrate the role of the community college in the inner city. The Peralta District itself is a product of urbanization. It was established by voters in Oakland and five neighboring communities to provide a meaningful educational response to the pressures and problems of life in a changing urban environment.

Such a beginning makes inescapable the realization that the inner city is not limited to neighborhoods or confined within city limits. The problems of the inner city touch and influence the economic, social and political life of each city in the Peralta Junior College District. This realization has led the Peralta trustees, faculty, and staff to join with the community in a number of basic commitments:

> That the district would build four colleges, each offering a comprehensive liberal arts-vocational program; that there should be enough variety in the vocational-occupational offerings of the four colleges to provide student bodies drawn from all parts of the district; that the first college would be developed in downtown Oakland--in the heart of the inner city.

On October 19, 1965, voters in the six cities approved a $47 million bond issue, to provide the district with the necessary resources to meet these commitments. Today, four sites have been acquired and the development of three new college campuses is underway. Two of these new campuses will replace the rented quarters currently used by Laney and Merritt Colleges.

Unfortunately, the problems of the inner city are not susceptible to treatment with building program time-schedules. The problems will not disappear or remain static until 1969, when the first two new colleges are completed and we have more adequate staff and facilities to deal with them. They demand treatment now, with whatever services, programs, and facilities we have at our disposal.

Assets and Advantages

The Peralta District operates the East Bay Skills Center, a Federal MDTA facility designed to meet the needs of the hard core unemployed and underemployed. The Peralta District has accepted the Skills Center as a primary responsibility, investing the administrative talents of the district staff to make the Center effective. Residents of the district look upon the Skills Center as an integral part of the local college program, a natural and logical extension of the kind of practical vocational training which has been seen as a traditional commitment of junior college education in this community.

Thus the Skills Center has enhanced the Peralta Colleges' close identification with vocational training established by the job-centered curricula offered at Laney and Merritt Colleges for more than a decade. Since the days when Laney and Merritt were campuses of the old Oakland City College, vocational training has been an inseparable part of the community's image of the colleges.

We believe this close identification of the community colleges with vocational

education can be a critical factor in dealing with the problems of poverty, chronic unemployment, underemployment and social alienation and disintegration which plague the inner city. Indeed, we are convinced that the community college may be the only educational institution with the resources to cope with these problems.

The most obvious advantage which the Peralta Colleges enjoy is the fact that the district was formed with the problems of the inner city in mind. We can count on substantial community support for new strategies, forms, and methods. We believe this is unique, and we intend to utilize it to the fullest advantage.

A second advantage that is not unique to the Peralta Colleges, however, is the nature of the community college as an institution. By the very nature of its structure, the community college enjoys a relationship with the community it serves which may be rivaled only by the local neighborhood elementary school. But, unlike the neighborhood school, the community college has a great deal of flexibility to change or add to its programs in response to community needs.

The Peralta Colleges have sought to maintain their ties with the community in a number of ways. We have established advisory committees for all of our major occupational programs. These committees are made up of representatives from labor, industry, and the professions. Committee members consult with faculty and staff on changes and development in their occupational field and are encouraged to take an active interest in the effectiveness of our classroom programs in preparing qualified, employable workers for their field.

Another channel which we maintain into the community is through an ambitious program of community services and adult education. The colleges provide public lectures, cultural events and a wide variety of special educational opportunities.

In addition, many members of our instructional and administrative staff serve in advisory capacities to existing organizations and agencies, such as the North Oakland District Council and other Poverty Program neighborhood organizations. These activities are encouraged by the district administration because they make an invaluable contribution to our efforts to keep the lines of communication open with the people we serve.

Underlying such programs and activities is the belief that the colleges cannot function adequately without maximum community involvement. It is precisely at this level that the inner city poses the most serious problem for the development of a strong and effective community college program.

The Problem

In the inner city, the people the community college is trying to serve are alienated from all institutions: educational, social and political. Indeed, it has been our experience that many of the people we are trying to reach have come to see themselves as victims of the community rather than as its members.

In the deep ghettos of East and West Oakland, this loss of community identity has engendered a mood of desperate hostility which has already begun to express itself in acts of violence and destruction. This ghetto malaise is threatening to spread to low income areas outside of the ghetto, wherever there are large concentrations of the poor, whether they be Negro, Spanish-speaking or Caucasian.

The Oakland Public Schools, the city's Department of Human Resources and a number of other public and private agencies have been working in the East and West Oakland ghettos with a variety of programs for a number of years. A list of such programs would include: (1) Compensatory Education in East and West Oakland, carried on by the Oakland Public Schools and the Ford Foundation. (2) MDTA programs for unemployed and underemployed heads of households. (3) Neighborhood Centers operated by the Department of Human Resources of the city of Oakland, with assistance and support from the Ford Foundation and the Office of Economic Opportunity. (4) Community action, social service, and youth programs, carried on by such organizations as the East Oakland Parish, the West Oakland Christian Parish and the North Oakland Parish. (5) Neighborhood Youth Corps and the Job Corps. (6) Job Training programs for youth and minority groups, carried on by the Alameda County Central Labor Council, AFL-CIO.

Many of these programs suggest strategies which might be employed effectively by the community college. Most carry with them, however, the tendency to further undermine the individual's sense of being part of any community worth belonging to. Such programs are effective in salvaging individual victims of poverty and prejudice by providing them with the skills and opportunities for a fuller, more productive life--away from the inner city. They are sadly lacking, however, in the development of the kind of community pride and resourcefulness required to change the nature and quality of life for those who remain in the inner city.

The Proposal

The basic purpose of the Peralta Colleges' Inner City Proposal is to demonstrate ways in which the community college may effectively disperse its services and programs into the inner city to develop there a new sense of community identity, participation and involvement.

Briefly stated, the proposal includes the following elements:

1. A Student Service Corps to carry on a work-study/service program of community outreach, development and service in the inner city.

2. Community Development Centers to provide educational and counseling services in the inner city. The Centers would also serve as the focal point for workshops and other programs initiated under phase three of the proposal. They would also facilitate the supervision and administration of the activities of the Student Service Corps.

3. An Enrichment Program to provide workshops in art, music and drama to be supplemented by recreational, social, cultural and educational experience at the block, neighborhood and community level.

4. A Scholarship-Subsistence Project to provide financial assistance to residents of the inner city who wish to attend college to prepare themselves for careers in public service.

We feel that by taking the educational, cultural, and human resources of the colleges into the community in this fashion, we can demonstrate not only how the community college can serve the inner city, but how residents of the inner city can be involved as active participants in the task of serving their neighbors. A detailed discussion of each of these projects is presented below.

I. STUDENT SERVICE CORPS

We believe the students of the community college constitute the most effective force for the dispersal of the college's programs and services. To demonstrate student potential for community outreach, we propose an economic assistance program to employ 100 students (50 at Laney and 50 at Merritt College) in a Student Service Corps which would carry out programs of community outreach, development, and service in the inner city.

Students involved in this program would be selected on the basis of their family income (using OEO work-study criteria) and in terms of their first hand experience with life in the inner city. The Office of Student Personnel Services at each college will assist in the selection process. Coordinators of the Student Service Corps will also work with on-campus student organizations such as the Negro Culture Club and the Mexican-American Political Association at Laney College and the Afro-American Students Organization and SOUL Students Organization from Merritt College, in recruiting qualified students for the program. It is expected that the great majority of the students involved in this program will come from the inner city area.

Members of the Student Service Corps will be full-time students carrying from nine to fifteen units of class work. It should be noted that many students now enrolled as full-time students at both colleges now work twenty hours a week and longer to keep themselves in school. Therefore, the time required for involvement in the Student Service Corps should not work any academic hardships upon the students involved.

Activities of the Student Service Corps

Student involvement in programs of social service has been pioneered at Merritt College with various social service curricula in such areas as recreation leadership, urban planning, social service technology, and programs for training nursery school assistants. Students in these programs are now engaged in limited field work in the inner city, although most do not receive any financial assistance. The Peralta District would utilize the experience of Merritt College in developing additional social service programs (See pages 66-68 for description of Merritt College's Social Service Programs.)
In addition to social service activities, the Student Service Corps will work with churches, formal and informal neighborhood organizations, and individual families to encourage and generate effective involvement and participation in the local programs and activities of the colleges' inner city program.

Being from the inner city themselves, members of the Corps will be able to establish effective relationships with the natural, indigenous community leaders, engaging their participation in the planning of workshops and other activities envisaged as part of the Enrichment Program.

Organization and Training

Students involved in the program will participate in weekly seminars where the effectiveness and meaning of their community experience will be discussed and analyzed. Students will receive three units of college credit for their participation in these seminars. These inter-disciplinary seminars will provide an educational framework for their activities as well as an opportunity for feedback to the colleges about areas where new programs are needed or where opportunities

for increased student involvement exist. These seminars will also be used to provide members of the Corps with training in basic counseling and interviewing techniques as well as information about current political and social problems of the inner city. Classroom space and personnel to conduct the seminars would be provided by the colleges.

Organization of the Student Service Corps will differ at each college. At Merritt, for example, those faculty members working with social service curricula can be expected to supervise the field work of their students who are engaged in the project. At Laney College, field supervision will be carried out by faculty members on a volunteer and released-time basis and by older students hired to work as supervisors on the basis of their experience with community service and action programs through agencies and organizations outside of the colleges. Both colleges, however, will seek to draw upon the personal knowledge and experience of members of the Student Service Corps in developing the most effective techniques for gaining acceptance in the inner city.

Each college will assign one member of the faculty or staff to assume major responsibility for the recruitment of students, field work supervision, and general administration of the Student Service Corps.

II. COMMUNITY DEVELOPMENT CENTERS

The Peralta Colleges propose to establish two Community Centers in the inner city area of Oakland.

In addition to helping the colleges establish a tangible presence in the areas selected for the demonstration project, the centers will serve as staging areas from which the college's inner city programs and activities may be dispersed into the community.

The centers will serve as headquarters for field activities of the Student Service Corps, a meeting place for community advisory committees, and a place for the dissemination of information about the colleges, their regular and special programs and activities, as well as a referral center for other public agencies and services.

Each center would be a modern building of approximately 1200 to 1500 square feet, with adjacent lavatories, a small office, and necessary teaching machine and reading laboratory equipment. Funds would also be required to provide materials and supplies, and the cost of utilities. Present investigation reveals that if a plot of ground can be obtained, and this is highly feasible, a company which leases portables could provide the entire installation including the teaching machine and reading laboratory equipment.

Each center would include a conference area for the community advisory committee and center staff, as well as an area for workshop activities.

The centers will be staffed with competent personnel, including teachers, counselors, members of the Student Service Corps, and residents of the community as community relations workers. The coordinator of each center will recruit and organize a local advisory committee to help him develop and plan specific recreational, social, cultural, and educational activities for the area.

Staffing for the centers would require the following funding:

Coordinators	2 positions	$24,000
Counselors	2 positions	$24,000
Teachers	6 positions	$72,000
Clerical, custodial and other support staff hired from the community		$30,000

The only educational activity at the centers will be to provide flexible, creative, and individualized training in literacy and basic skills, and each center would be equipped with a learning laboratory for that purpose.

The Peralta Colleges propose that a grant be made for the cost of establishing these two centers and for the equipment and staff necessary for their operation. It is proposed that a center be established in the West Oakland area to be the major responsibility of Merritt College, and a center in the East Oakland Flatlands to be the responsibility of Laney College. Each college will be encouraged to develop the programs issuing from the centers in terms of its own resources and the needs of the area.

III. ENRICHMENT PROGRAM

In an effort to reinforce community identity among the residents of the inner city, the Peralta Colleges will embark upon a comprehensive program of recreational, social, cultural, and educational experiences. The main thrust of this program will be to provide the residents of the inner city with common experiences designed to enrich their lives.

The Peralta Colleges are prepared to commit a significant portion of their community services resources to finance the cost of bringing cultural and educational events to the inner city community. At the present time, Laney and Merritt Colleges spend approximately $10,000 a year to bring lecturers and cultural events to the community. Additional funds from the Adult Education budgets at each college are provided to finance new courses and programs in response to community demand. Project directors at each college will be able to call upon directors of the community services activities to carry out the administrative details for cultural enrichment programs in the inner city. The staff and advisory committees in the community development centers would be responsible for devising the particular events and activities.

The distinctive quality of this approach will be that the lectures, panel discussions, group participation and entertainment situations developed in the program would bear a unique relationship to the various ethnic groups which make up the inner city. Examples of the kinds of programs which would be offered include such things as concerts by Negro entertainers, lectures by literary figures, such as James Baldwin, LeRoi Jones, and discussions involving figures who are actively involved with current community and national problems.

Beginning next year, Laney College has already scheduled a number of programs in the East Oakland area including a lecture by sociologist Oscar Lewis and a musical performance by the Francesco Chamber Trio. In addition to these formal activities, the colleges will provide the leadership in developing workshop programs in the arts, drama, and music. The purposes of these workshops will be to provide residents of the community with the opportunity to participate in meaningful creative arts activities. Special emphasis will be made on such programs in the

public housing projects located in the inner city. These projects offer a unique opportunity for the development of major art and drama festivals and musical concerts which would involve local talent as well as professional performers whose appearance would be financed through the community services program of the colleges.

Educational experiences under the enrichment program would include special courses in effective community participation as well as courses related to the workshop experiences in the arts. Community participation courses would include courses related to the social, economic, and political problems which residents of the inner city face as a part of their every day lives.

A special emphasis will be placed on the problems of the family in the inner city. Other courses will include basic economics with an emphasis on budget skills, which will be of use to the inner city family; political problems with an emphasis on how residents of the inner city can effectively organize to present their grievances and needs to political agencies in the community.

Wherever possible, the colleges will provide members of the faculty with released-time for these educational programs. Additional funds will be required, however, for short-term courses and programs which may develop from the needs expressed by residents in the inner city and for which released-time cannot be budgeted or scheduled in advance. Funds will also be required to bring in consultants and experts in various fields who are not members of the college faculties.

These courses will be organized from the community development centers but will be offered at various locations throughout the inner city area, including churches, neighborhood schools, and other existing community center facilities, and in some cases, in the homes of families in the area. Faculty and students from the colleges and residents of the inner city will share responsibility for the development of these and related experiences.

Members of the Student Service Corps will play a significant role in helping residents of the inner city to develop recreational and social activities designed to reestablish a sense of "community" at the neighborhood level. Members of the Corps will recruit young people to participate in athletic activities such as community basketball and baseball leagues and they will encourage the indigenous neighborhood leaders to bring neighbors together for fellowship activities.

It is our purpose with these programs to change people's attitudes about the place where they live as well as to give them an insight into the possibilities which the community college offers them for changing the basic nature and quality of their lives as individuals, families, and a community.

IV. SCHOLARSHIP-SUBSISTENCE PROJECT

One of the identified needs of the residents of the inner city is in the area of economic assistance to those who have demonstrated ability, interest, and motivation in attending college but who cannot do so because of economic deprivation. This situation contributes to the inner city's problems by depriving young people there of the opportunity to prepare themselves for careers in public service in such fields as teaching, social services, and law enforcement. Given the opportunity, residents of the inner city could bring great sensitivity and insight to bear upon the efforts of this community's public agencies to cope with the problems of the inner city.

To encourage residents of the inner city to go to college and to enable them to prepare themselves for careers in public service in their home communities, the Peralta Colleges propose the establishment of a program to provide Scholarship-Subsistence grants to approximately 30 students at $125 each per month for a period of two semesters.

This program would also provide an opportunity to give stipends for formal college study to adults enrolled at the East Bay Skills Center. The Skills Center staff has identified a number of adults who would benefit from the opportunity to enroll in the regular college program. Such persons cannot afford to attend regular classes, however, as they are financially dependent upon the stipend they receive in conjunction with their course-work at the Skills Center.

Criteria for the granting of the stipends would be based on ability, economic need, and the candidate's intention to enroll in a course of study designed to prepare him for a career in teaching, law enforcement, or one of the social service programs offered at Merritt College. To provide these students with maximum opportunity for success, the colleges will provide intensive support in terms of counseling, tutoring, and whatever remedial instruction is required.

The emphasis here is on getting full time students into the colleges. Hopefully the outgrowth of their attendance at the colleges would be service in the inner city. These students would not be asked initially to take part in the activities of the Student Service Corps, but would be probable candidates for these programs in the future.

V. EVALUATION

A critical element in the development of the programs of the Student Service Corps, the Community Development Centers, the Enrichment Program and the Scholarship-Subsistence Project will be the advice and counsel of the residents and community leaders of the inner city.

In order to provide the mechanism and the procedure for the involvement of residents of the inner city in the Peralta Colleges project it is proposed that a Community Outreach Advisory Committee be established immediately. It is suggested that this committee consist of approximately twenty members of the inner city community, five staff members from the Peralta Colleges who are involved in the Inner City Project, and eventually five students from the Student Service Corps.

This committee would function in two ways. First, the twenty residents of the inner city on the committee could be organized on the basis of ten members each from the East Oakland area and the West Oakland area. The ten members in each area would function as a subcommittee of the overall advisory committee to give advice and counsel on the operation of the individual community development centers and programs to the coordinators of each center respectively. The two groups together, along with staff members and students, would advise and counsel the Peralta Colleges on the total Inner City Project.

Certainly a major function of the Advisory Committee in both its primary stage and its operation during the life of the Inner City Project would be to recommend not only the scope for the various programs recommended above but for the specific

implementation and operation of these programs in the inner city community.

Specifically, the results of this program will be evaluated in terms of:

1. Increased enrollment in the Peralta Colleges from the inner city.
2. More effective resident involvement and participation in the social, political, and economic affairs of the inner city.
3. The effect of the Community Outreach Program on the students involved.
4. Curriculum changes which result from the colleges' involvement in the Inner City Project.

A. Advisory Committee Evaluation

The primary evaluation of the Inner City Project would evolve out of the discussions and reactions of the Advisory Committee. Day to day feedback and periodic progress reports would bring this committee in close touch with the students, staff members and residents involved in the project. Moreover, it would be expected that a report at the end of the first year's operation of the Inner City Project would result from the Advisory Committee's deliberations.

B. Evaluation Teams

The Peralta Colleges' central administration will work with the staff at the college and the Cultural Development Centers in terms of specific evaluation procedures. It is proposed that at the end of the first semester of operation, two evaluation teams be formed. Team #1 would have as its primary objective the analysis of increased enrollment, the effect of the Student Service Corps on the students involved, and curriculum needs of the inner city. Team #2 would have as its primary function the analysis of resident involvement and participation in the social, political, and economic affairs of the inner city.

These teams would consist of approximately five to seven members each. Represented on the team would be individuals from the community serving on the Advisory Committee, staff members and students involved in the Inner City Project, and a representative from the Peralta Colleges central administration. Each team would have at its disposal the facilities of the district in terms of the compilation of data and secretarial-stenographic services. Each team would be expected to publish a report of their findings by the end of the second semester of operation of the Inner City Project.

At the end of the first year's operation of the Inner City Project, therefore, the Peralta Colleges will be able to furnish a comprehensive survey of the effectiveness of the Inner City Project in meeting its stated goals and objectives. From the year end report of the Advisory Committee and the reports of the evaluation teams, the Peralta Colleges would be able to make recommendations not only to the agencies

involved in the funding of this project but to the Board of Trustees of the Peralta Colleges as to the future needs of the residents of the inner city for this type of program and the advisability of continued involvement of the Peralta Colleges in such approaches to the problems of the inner city.

VI. TIME SCHEDULE FOR THE INNER CITY PROPOSAL

Timing will be an important factor in the implementation of a successful Inner City Demonstration Project in Oakland. The summer months provide the colleges with an excellent opportunity for recruiting, organizing, and training members of a Student Service Corps. With this in mind, each college is in the process of pulling together coordination and supervision personnel for the Student Service Corps. Pending the approval of funds for this program, they are laying plans for the recruitment of students with a July 1 target date for the beginning of training. With this in mind, the project would evolve according to the following time schedule:

1. Student Service Corps.....July 1, 1967
2. Enrichment Program.....September 18, 1967
3. Scholarship-Subsistence.....September 18, 1967
4. Community Development Centers.....October 1, 1967.

VII. ORGANIZATION FOR THE PERALTA INNER CITY PROJECT (SEE APPENDIX C)

VIII. BUDGET FOR THE PERALTA INNER CITY PROJECT

The Peralta Colleges are requesting a grant of $500,000 to fund the Inner City Demonstration Project for a twelve month period.

A breakdown of the various programs proposed indicates the following budget:

1. Student Service Corps

Economic assistance for 100 students: 20 hours a week at $1.50 an hour	$108,000	
Recruitment, organization and field supervision of Student Service Corps	$ 26,000	
Coordination	$ 24,000	
		$158,000

2. Community Development Centers

Facilities and equipment for two community development centers	$ 50,000	
Staffing of the centers	$150,000	
		$200,000

3. Enrichment Program

Materials, supplies, and facilities rental for workshops and other programs	$ 24,500	
Professional leadership for enrichment experiences, including the cost of instructors for special courses	$ 40,000	
		$ 64,500

4. Scholarship-Subsistence Project

Two-semester stipends of $125 a month for 30 students	$ 37,500	
		$ 37,500

5. General Administration

Project evaluation and central office coordination	$ 10,000	
Inner City Project directors at Laney and Merritt Colleges	$ 30,000	
		$ 40,000

Total Budget.....$500,000

IX. PRIORITY BUDGET FOR THE PERALTA INNER CITY PROJECT

The following listing indicates the priority for funding of the various phases of the Peralta Inner City Proposal. The amount listed opposite each phase indicates minimum funding for a meaningful program:

1.	Student Service Corps	$150,000
2.	Enrichment Program	
	Materials, supplies and facilities rental for workshops and other programs.....$ 20,000	
	Professional leadership.....$ 25,000	
		$ 45,000
3.	General Administration	
	Project evaluation.....$ 5,000	
	Project directors.....$ 25,000	
		$ 30,000
4.	Community Development Centers	
	Facilities and equipment for two centers.....$ 50,000	
	Staffing of centers.....$100,000	
		$150,000
5.	Scholarship-Subsistence Project	37,500
	Total minimum budget:.....	$412,500

Prepared by: T. F. Cottingim and R. A. Ricca

MERRITT SOCIAL SERVICE PROGRAMS

Programs have been developed by community representatives from employing groups, tax jurisdictions, licensing bodies (when applicable), civil service commissions, neighborhood groups and professional societies. The representatives of each discipline have met as an advisory body to recommend the nature of the curriculum for the type of occupational roles envisioned. In newly developing fields such as urban planning, social services technology, recreation leadership and nursery school assistant, the delineation of less than professional tasks and the agencies' approach to coping with the problem of employing the technician, assistant, or semi-professional has been constricted by the lack of funds in providing staff time for field work and lastly the funds for agency supervision required in employing two year trained people in new roles.

Some progess has been made. Limited resources, however, have not permitted the highly necessary coordinated effort that the program requires. Not only must agencies receive stipends in order to take on the additional burden of field work placements but supervisorial time for a faculty member must be included. Students in these programs are now engaged in limited field work in the inner city, but they have not received, for the most part, financial assistance to the extent required to make it possible for them to have the wide community laboratory experience and to meet their high aspirations with valid operational know-how. Students from the depressed housing areas and with limited home environments are so in need of economic security that unless the training program has this factor built within it, they have difficulty justifying the time spent and must expend unceasing effort in locating other part-time jobs or in defensive postures to their family and friends to explain their college status. The older students who have enrolled in the evening in order to upgrade their skills have realized their own under employment and wish to better themselves; however, here again they are caught because certain skills and a practicum must be completed during the day hours and they are unable to quit their jobs, no matter how meager the pay or the possibilities for advancement, in order to complete the major requirements.

Mothers from the West and North Oakland areas in increasing numbers have stormed Merritt College to enroll their children in the demonstration nursery school and themselves in the parent-education participation section; however, the present operation in gymnasium is limited to 30 children. (110 are on the waiting list.) It is interesting to note that some of the mothers enrolled in the parent meetings have enrolled in other courses in the junior college. Often as a result of observing the nursery school assistants working with their children, mothers have decided that this too can be a career for them. Of the families living in the area, 32.7% represent single head of households. To bring a college sponsored demonstration nursery school to the West Oakland area and to use the same techniques of parent involvement would lead to increased interest by the mothers in the career opportunities in the college curriculum while at the same time the children will be profiting from the most varied and creative nursery school experiences. The nursery school would serve these needs; the parent, the child and the student.

Over 6% of the area in North West Oakland are over the age of 65 with limited

resources which curtails movement out of the inner-city and leads to boredom and loneliness. The recreation leader and the social service technician can work in a variety of ways with this senior citizen group. Unfortunately, again because of budget limitations the students have not had an adequate field experience, except in those cases where they themselves obtained part time work. Field visits, observations and special community events have been undertaken but again what is needed by the students and by the inner city is involvement with daily ongoing problems as faced by the residents of the inner city. A paid field experience would benefit not only the student but the recipient of service because while enriching the lives of both it would also strengthen the community tie of the residents of the inner-city.

The urban assistant can use plans for neighborhood beautification to work out, block by block, the kind of realization of what is now available and the chances to build upon this for community solidarity. The urban planning assistant can work with the residents in putting into graphics the dreams and visions of a people too long left out of the main stream of city life.

None of the plans for the rehabilitation of the inner-city can succeed, nevertheless, without the participation of the residents of the inner-city in the decision making processes by which the plan blooms, comes into being, and then is implemented. Because of past frustrations and unmet promises, the apathy of non-involvement must be surmounted. The fundamental question is how to bring this about, how to get people with less than elementary school formal education interested in "college education." It sounds impossible but the "yeast" is waiting at the present moment through our very own students who now are coming to junior college as the first generation to do so and living within the neighboring ghetto blocks of West Oakland, North Oakland, and East Oakland. Since over 1/4 of the college population is Negro, what greater opportunity awaits than to strengthen these students by providing not only the training programs that will in turn help in their home neighborhoods but the financial incentive that encourages completion of their career training.

In order to make the program successful, the enrollments cannot be limited to inner city residents alone, however, as this would create a segregated course pattern. In addition the other students need the experiences of working with the majority (51% Negro school population of Oakland). Field work training must take place not only in other community agencies serving the inner city but also in neighborhood centers and the proposed Community Development Centers located within the inner-city. The location should be near a school or church in order to take advantage of present facilities serving the area. Demonstration nursery schools could be operated in conjunction with the Community Development Center in order to provide child care for the mothers while they participate in the reading, listening, speaking, writing workshops and also to provide the connecting link to make meaningful day use of the facility. If something awaits both child and adult, it will be worth the effort to leave the home with the younger children and attend. After school the nursery school center could be so constructed that it would lend itselt to a recreation program facility for grade school children for programs in puppetry, arts, and crafts, table games, etc. In the evening it could be used as a study hall for secondary school youth--again using the college students

in the public service majors to staff (under supervisors) the facility. On Sundays the center could be used exclusively for the older adults of the community--tying this program back into the older students who are working days and attending college in the evening. They would be paid for their leadership, and through the use of their "self," be drawing the inner city residents into the awareness that economic security, satisfaction and a meaningful role in community life await them through the junior college adult program. The expanded humanities and arts community service program would also offer Saturday and Sunday evening programs to all the local residents, since the participants would be the artists of the larger minority communities--gifted Negro, Mexican-American musicians, and dramatists contracted for through the Junior College Community Service budget--the artists selected in cooperation with an advisory group made up of the leaders of the inner-city.

Since civil service specifications are being rewritten to recognize the Associate in Arts degree graduate, jobs in Recreation Departments, group work agencies, child care centers, private nursery schools, urban planning departments and even foster home assignments will be awaiting the graduate with adequate remuneration. Essentially, the training period in the inner city is the foundation upon which agency placement can be made and all of the proposed plans must be carefully developed in cooperation with the community agencies now serving the area.

By the combination of a bold imaginative, social, political, economic, and educational plan utilizing the "givens" of the junior college with the "should be's" of the community, the attack on poverty, ignorance, unemployment, discrimination, and urban blight can be undertaken with a prognosis of restoration of human dignity and worth in the inner-city. "The true community cannot exist without the experiences which give delight to the soul."

Appendix B-1

Job Description

DEVELOPMENT CENTER INSTRUCTIONAL ADVISOR

Under the direction and supervision of the Office of Instruction of the college, the Development Center Instructional Advisor will report to the Project Officer and the Student Services Officer for the following duties:

1. Assists in interpreting the needs of the community to the Office of Instruction of the college.

2. Be responsible for arranging ways of providing information to clientele and potential clientele of the Center regarding College and District educational and cultural activities.

3. Assisted by the Student Personnel Office, oversees the development and maintenance of efficient procedures for registration, attendance accounting, and other forms of record keeping as required.

4. Be responsible for programming cultural and special activities of the Development Center.

5. Assists the Project Officer in a consultative and resource capacity for the development of the cultural and educational programs, and the ongoing activities of the Development Center.

The Instructional Advisor shall be an extension of the student services function of the college and shall report periodically to the Student Services Officer assigned responsibility for the Inner City Program.

Minimum Training and Experience

Ability to relate to the community the Development Center serves shall be the primary prerequisite for employment as the Development Center Instructional Advisor. Qualifications for employment as an Instructional Advisor shall be based on recognized achievement in working with minority communities, success in participating within a community neighborhood framework in the establishment of effective communications and liaison in community and neighborhood settings.

Qualifications would normally, but not necessarily, require a Baccalaureate degree. Equivalent experience, or unique experience in community impact types of programs, experience in the development of instructional programs covering a wide range of activities, such as

lower skilled training, ethnic studies, cultural development programs, general studies and academic type programs, etc.

The Center Instructional Advisor should have a working knowledge of other operating agencies in the Oakland Target Areas.

Appendix B-2

Job Description

DEVELOPMENT CENTER PROJECT OFFICER

Under the direction and supervision of the Office of Instruction of the college, the Development Center Staff Assistant will carry out the following responsibilities:

1. Interpret the needs of the community to the Office of Instruction of the college.

2. Be responsible for the total information program and the coordination of activities of the Development Center.

3. Establish a working relationship between the administration of the college and the personnel of the Development Center.

4. Serve in a consultative and resource capacity to the Office of Instruction for the development of the cultural and educational programs, and the ongoing activities of the Development Center.

5. To work closely with all Center staff to assure maximum rapport and program efficiency.

6. To make recommendations to the Office of Instruction concerning program development, budgetary needs, and staff needs.

It should be the responsibility of the Development Center Project Officer to become totally familiar with community groups throughout the low-income and minority sections of the communities, to establish a relationship with all segments of the community the Development Center serves; to represent the college in interpreting and implementing the needs of the community.

Minimum Training and Experience

Development Center Project Officer Qualifications

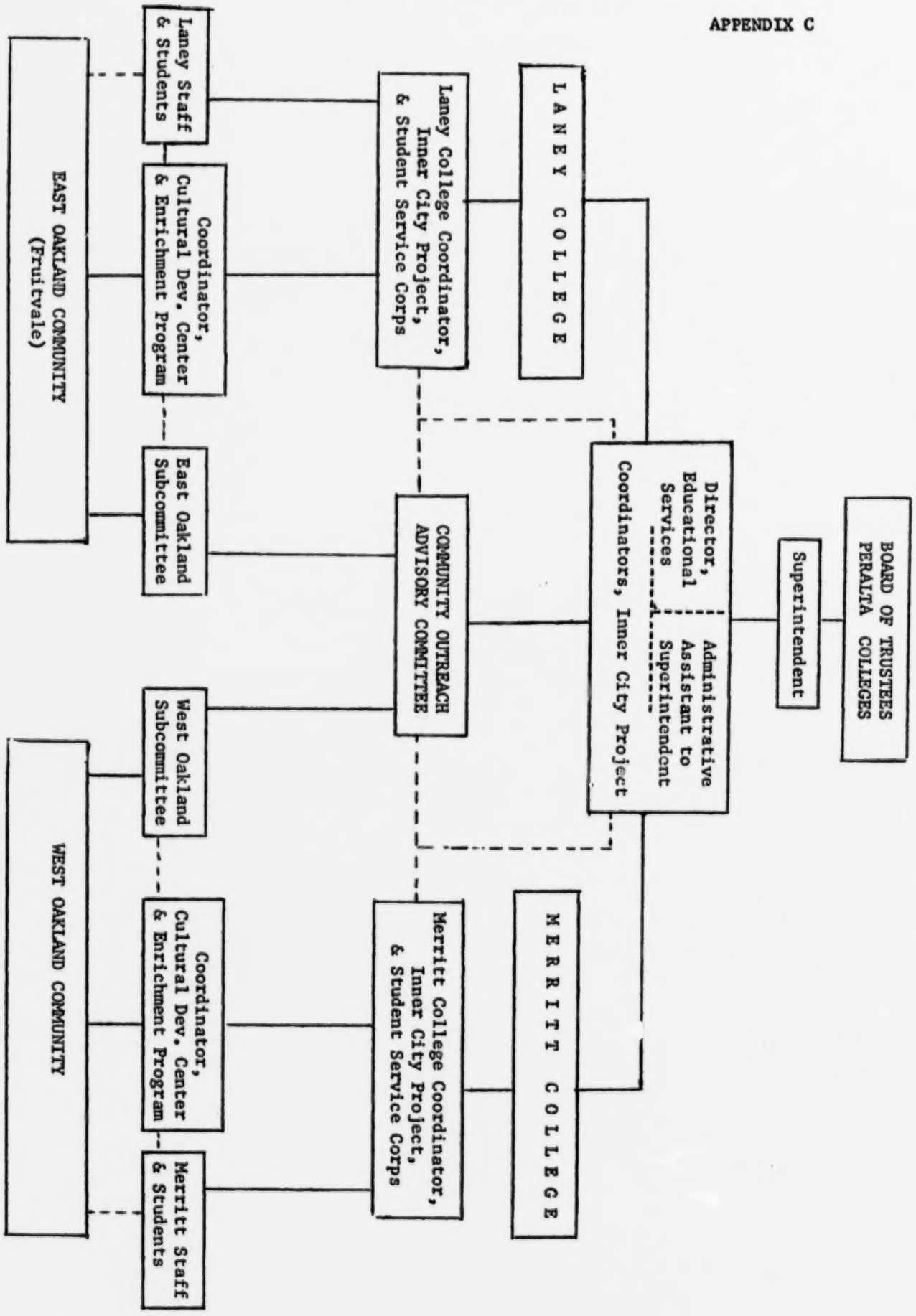
Ability to relate to the community the Development Center serves shall be the primary prerequisite for employment as the Development Center Project Officer. Qualifications for employment as a Project Officer shall be based on recognized achievement in working with minority communities, success in participating within a community neighborhood framework in the establishment of effective communications and liaison in community and neighborhood settings.

Qualifications would normally, but not necessarily, require a Baccalaureate degree. Equivalent experience, or unique experience in community impact types of programs, experience in the development of instructional programs covering a wide range of activities, such as lower skilled training, ethnic studies, cultural development programs, general studies and academic type programs, etc. -- all will be part of the considerations for employment.

The Center Project Officer should have a working knowledge of other operating agencies in the Oakland target areas.

ORGANIZATIONAL PLAN FOR THE PERALTA INNER CITY PROJECT

APPENDIX C


BOARD OF TRUSTEES
PERALTA COLLEGES
Superintendent
Director, Educational Services
Administrative Assistant to Superintendent
Coordinators, Inner City Project
LANEY COLLEGE
Laney College Coordinator, Inner City Project, & Student Service Corps
Laney Staff & Students
Coordinator, Cultural Dev. Center & Enrichment Program
EAST OAKLAND COMMUNITY (Fruitvale)
COMMUNITY OUTREACH ADVISORY COMMITTEE
East Oakland Subcommittee
MERRITT COLLEGE
Merritt College Coordinator, Inner City Project, & Student Service Corps
Merritt Staff & Students
Coordinator, Cultural Dev. Center & Enrichment Program
West Oakland Subcommittee
WEST OAKLAND COMMUNITY